Michigan

Part B
Annual Performance Report

Michigan Department of Education
Office of Special Education and Early Intervention Services

Submitted to the
U.S. Department of Education
Office of Special Education Programs

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MICHIGAN
Department of
Education

Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act (IDEA) ensured through the State Education Agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)?

Probes:

GS.I   Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?

GS.II   Are systemic issues identified and remediated through the analysis of findings from information and data collected?

GS.III   Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?

GS.IV   Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?

GS.V   Do State procedures and practices ensure collection and reporting of accurate and timely data?

State Goal(s):

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE/EIS), will maintain an effective general supervision system that assures that families and their children with disabilities (birth-26) are receiving FAPE in the LRE and that identified children birth-3 receive Early Intervention Services (EIS) in the Natural Environment (NE).

Performance Indicators:

GS.I   The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.

GS.II   Systemic issues are identified and remediated through the analysis of findings from information and data collected.

GS.III   Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

GS.IV   There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.

GS.V   State procedures and practices ensure collection and reporting of accurate and timely data.

GS.1 The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.

Table 1.1: Formal Complaints						
(1) July 1, 2002 - June 30, 2003 (or specify other reporting period	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Completed/ Addressed within Timelines	(7) Number of Complaints Pending as of: 6/30/03
TOTALS	264	111	81	45	150	27

Source: Complaint Data Base
Explanation:
Of the 264 complaints filed, 150 were completed within the timeline, 69 (26.1%) did not meet the 60-day timeline, and 27 were still open at the end of the period.

Table 1.2: Mediations					
(1) July 1, 2002 - June 30, 2003 (or specify alternate period	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: 6/30/03 *(enter closing date for dispositions)*
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	19	4	17	4	0

Source: Dispute Resolution Project
Explanation:
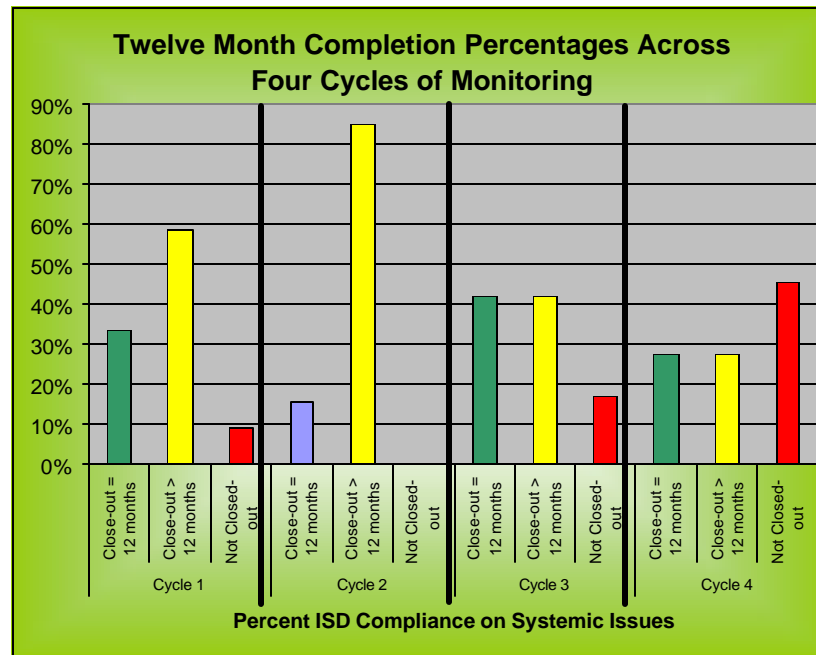Of the 23 mediation requests, 4 were related to hearings. All 4 of those led to agreement.

Table 1.3: Due Process Hearings				
(1) July 1, 2002 - June 30, 2003 (or specify alternate period	(2) Number of Hearing Requests	(3) Number of Hearings Held *(fully adjudicated)*	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of: 8/31/03 *(enter closing date for dispositions)*
TOTALS	135	9	6	30

Source: Hearing Data Base
Explanation:
Of the 135 hearings requested, 9 were fully adjudicated, 6 hearing decisions were issued beyond the timeline.

Chart 1.4

Twelve Month Completion Percentages Across Four Cycles of Monitoring

Percent ISD Compliance on Systemic Issues

Source: Michigan Monitoring Model Data Base

Explanation:

The Michigan Monitoring Model (MMM) identifies noncompliance and collects information for proof-of-compliance. Information provided in Chart 1.4 was calculated using the initiation date of each ISD monitoring to the point of close out (acknowledgement of completion of correction of all noncompliant issues). ISDs represented in bars indicating "Not Closed Out" are members of the state cohort of largest ISDs. One ISD included in Cycle 1 and indicated as "Not Closed Out," did not provide sufficient data and is recorded as an anomaly.

Table 1.5: ISD Close-Out Rates for the Four Cycles
(Expressed in Months)

	Mean	Median	Mode
Cycle 1	18.27	16	16
Cycle 2	14.6	15	15
Cycle 3	14	13.5	12, 16
Cycle 4	12.33	13	15

Source: Michigan Monitoring Model Data Base

Explanation:

Table 1.5 presents data from Chart 1.4 calculated to represent the mean (arithmetic), median (middle), and mode (most frequent).

Analysis for GS.I:

The current systems of complaint and hearing resolution identify and correct noncompliance. However, the timeliness of this completion process continues to be a critical issue for the MDE, OSE/EIS. All proof of compliance information has been submitted to and accepted by the MDE, OSE/EIS for this specified period of time. Due process hearings were resolved through mediation, withdrawal, settlement agreement, or decision. The MDE, OSE/EIS enforced compliance of hearing decisions.

The formal due process system in Michigan is not utilized at a high frequency. It may be that less formal dispute resolution is successful.

The MMM is constructed as a two-tier system. While data in Chart 1.4 and Table 1.5 reflect MDE, OSE/EIS monitoring of ISDs, and state agencies, annual monitoring was completed of all LEAs (inclusive of charter schools).

MMM data regarding the timelines for ISDs coming into full compliance shows that on average, time slightly exceeds 12 months. The chart and table also indicate an improving trend in the time for completion with exception of the large ISDs.

With recognition that close-out for large ISDs needs improvement to meet the MDE target of 12 months, continuous interactions occur between the MDE, OSE/EIS and ISDs regarding obtainment of acceptable proof of compliance. The MDE, OSE/EIS has sanctions available for implementation.

	Explanation of Progress/Slippage from Prior Year (Section 3)	**Activities, Timelines and Resources** (Sections 5 & 6)
The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
All noncompliance identified in the current systems of complaint and hearing resolution will be corrected within timelines as specified by the MDE, OSE/EIS.	Data reported for this time period regarding mediations in relation to hearings has created a baseline for MDE.	Complaint Procedures were updated in February of 2003 with statewide training on those Procedures conducted June of 2003.

Procedures for mediation were finalized in February of 2003, including the addition of a stay-put provision.

Administrative Rules were proposed on August 1, 2002 to add a "stay-put" provision to the mediation process.

Michigan's procedures for the appointment of local special education due process hearing officers were revised in March of 2003. Hearing officer training was conducted in October of 2003. |
| All noncompliance identified in ISDs and agencies monitored with the Michigan Monitoring Model will be corrected within the appropriate required timelines. | Assigning lead monitors to each ISD has resulted in improving close-out rates. However, closing out large urban ISDs remains problematic. | MMM standards were rewritten, public input obtained and approval given, bringing the MMM standards into compliance with the IDEA.

The MDE, OSE/EIS instituted use of trained contract lead monitors within the |

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
		Michigan Monitoring System.
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
100% of noncompliance identified in the current systems of monitoring, complaint and hearing resolution will be corrected within timelines as specified by the MDE, OSE/EIS.		A model will be developed to provide a single-tier state magistrate system to conduct due process hearings including revision of state rules. Michigan hired two additional complaint investigators at the MDE, OSE/EIS level and contracted for six additional part-time state investigators. The State is developing a focused monitoring system. A component of the model will improve LEA accountability and meeting of timelines for correction of noncompliance relative to student issues. Implement process for follow up through targeted monitoring for urban ISDs not closed out from previous cycles. Construct one data collection system to track timelines, issues, and location within the tiers of the MDE, OSE/EIS due process system. *Timeline*: May 14, 2004 *Resources*: Data Team, GLARRC, representatives of complaint, hearing and mediation staff, TA from OSEP.

GS.II Systemic issues are identified and remediated through the analysis of findings from data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

Chart 1.6
State Identified Systemic Issues across Three Years
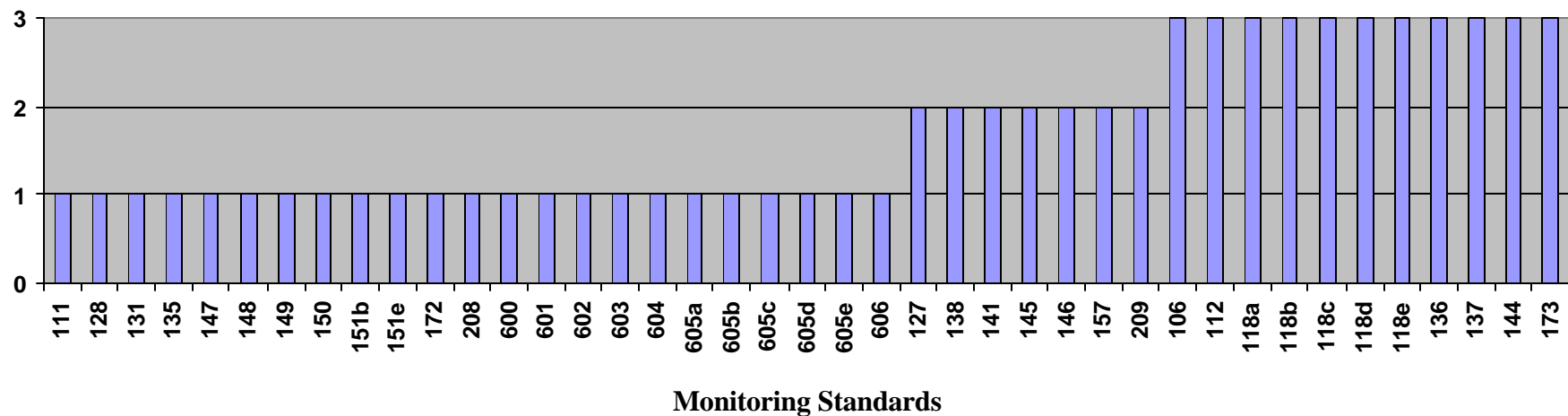
Monitoring Standards
Source: Michigan Monitoring Model Data Base

Explanation:
Chart 1.6 represents the standards of the MMM found out of compliance at a systemic level (25% or more) by MDE, OSE/EIS monitoring of ISDs and state agencies as well as ISD monitoring of LEAs. Eleven standards were found noncompliant at a systemic level consistently over the three represented years.

Analysis for GS.II:
Systemic issues are identified through the monitoring process. An annual report of statewide systemic issues is completed as the monitoring process collects information from due process hearings and complaints prior to periodic monitoring reviews.

The chart indicates a dramatic decrease from year one to year two in total number of systemic issues.

Those standards indicating systemic issues over the three years cluster into issue areas of:
- IEP development of Present Level of Educational Performance (PLEP), involvement in general education curriculum and classes, frequency, duration and location of supplementary aids and services, and consideration of recent assessments
- IEP implementation of identified programs and services
- Required reporting of progress to parents

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
The monitoring system will identify systemic issues occurring in $\geq$ 25% of the ISDs/agencies monitored in the previous year's cycle, resulting in a plan for technical assistance.	To date the MDE, OSE/EIS has not collected data in a concise and accurate way that allowed for identification of systemic issues across all available data sources.

Scheduled meetings and trainings with ISD monitors to identify, discuss and develop training for local district personnel has resulted in reduction in the number of systemic issues, as well as decrease the continuation of some of the standards found noncompliant. Eleven standards/issues were identified to repeat over the three year analysis. | Conducted an analysis and prepared a report identifying statewide occurring systemic issues.

Training offered statewide identified standards dealing with PLEP.

Activity conducted to improve greater consistency in application of monitoring standards.

Developed state IEP model containing new language regarding IEP implementation and duration as well as statements concerning LRE involvement of students regarding curriculum and placement.
Revised standard regarding PLEP by task |

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
		analysis of components to direct training and increased understanding of required units of information. The Complaint Procedures for Special Education were revised and finalized in February of 2003. The Procedures were revised, in part, to address "systems issues". Statewide training occurred on the new procedures in June of 2003, which included a component on systems issues.
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
The system for complaint investigations and hearing resolutions is effective in identifying and remediating systemic issues. Hearing and complaint information is integrated into the state monitoring process and systemic issues (25% or more) are identified within intermediate school districts.		Develop system for documentation, reporting, and monitoring of due process hearing and complaint information. *Timeline*: May 14, 2004 *Resources*: GLARRC, contracted data services. Focused monitoring model will be completed including use of analysis of due process hearing and complaint information for identification of ISD systemic issues. *Timeline*: June 30, 2004 *Resources*: GLARRC, NCSEAM, MDE, OSE/ISD data team, Quality Assurance Unit and Policy and Compliance Unit within the MDE, OSE/EIS.

GS.III: Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

Chart 3.1:
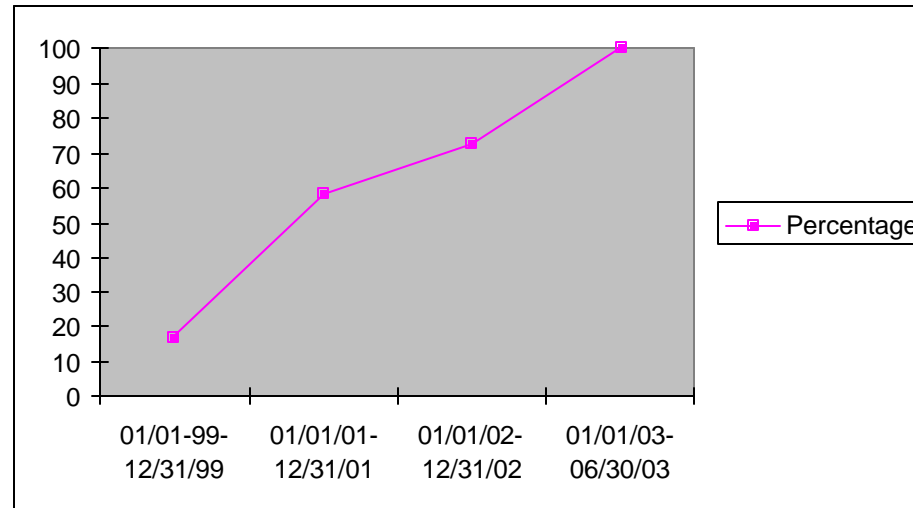**State Level Complaint Investigations Completed Within Timeline**
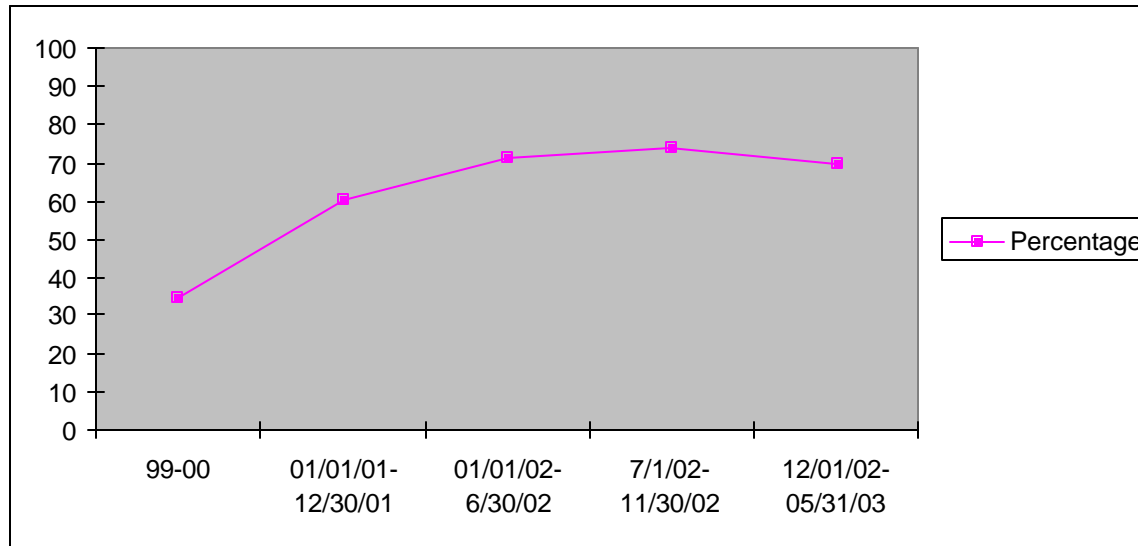
Explanation:
This chart represents calculation of the percentage of complaint investigations completed within the 60-day timeline per each reporting period.

Chart 3.2:
State Level Due Process Hearings Completed Within the Timelines

Source: Hearing Data Base

Explanation:
This chart represents calculation of the percentage of state level cases closed within the required timelines for each reporting period. The data reported are the data MDE, OSE/EIS has available to report. Substantial improvement to our data collection system is currently underway.

Analysis for GS.III:
Timeliness in complaint investigation has shown a trend toward improvement, though still not acceptable in meeting the 60-day timeline. During the reporting period July 1, 2002 through June 30, 2003, the percentage of complaint investigations completed within the 60-day timeline was 63% except in the case of extenuating circumstances.

Timeliness for due process hearings may be extended by the hearing officer upon request of either party. Michigan has included in the training of hearing officers the necessity to document timeline extensions. This is a priority factor in the improvement trend shown in the timeliness of hearings. Data were recalculated using all cases that were filed for the time period of July 1, 2002 through June 30, 2003 and 66.2% were closed within 45 calendar days or had a current written extension by the hearing officer.

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
GS.III: Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner		
July 2002-June 2003	July 2002-June 2003	July 2002-July 2003
Michigan will complete all complaints within the required 60 calendar days, except for those with documented exceptional circumstances.	Although some improvement is demonstrated in Chart 3.1, Michigan met the 60-day timeline in only approximately 70% of the complaint cases. This is not an acceptable rate.	The Complaint Procedures for Special Education were revised and finalized in February of 2003. Statewide training occurred on the new procedures in June of 2003.
All due process hearings will be completed within 45 calendar days, unless the hearing officer has extended this timeline in writing to a specified date.	As shown in Chart 3.2, Michigan has made steady progress in meeting the federal standard for timeliness in completing due process hearings, continues to not meet timelines in all cases.	Hearing Officer training was conducted in October of 2003.
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
All due process hearings will be completed within 45 calendar days, unless the hearing officer has extended this time line in writing to a specified date.		A plan for improvement in timeliness of due process hearing resolution will be developed pursuant to OSEP letter dated March 16, 2004. *Timeline*: To be submitted to the OSEP by May 14, 2004 *Resources*: MDE, OSE/EIS, hearing officer input and Office of Administrative Law.
Michigan will complete complaint	Staff shortage has been seen as a primary	Hired two additional complaint

Targets (section 2 & 4)	**Explanation of Progress/Slippage from Prior Year** (Section 3)	**Activities, Timelines and Resources** (Sections 5 & 6)
investigations within 60 calendar days, except for documented exceptional circumstances.	cause in the delay in state level investigations.	investigators at the MDE, OSE/EIS level and contracted for six additional part-time state complaint investigators. MDE review and revise definition of exceptional circumstances. Conduct independent study of current complaint investigation process for efficiency. Conduct study of other state complaint investigation models for possible adaptation. Redesign data collection system for complaints, due process hearings and mediation.

GS.IV: There are sufficient numbers of administrators, teachers and related service providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the state.

Table 4.1:
Percent of Fully Endorsed High Priority Personnel by Geographic Region

	Region 1 Northern Michigan	Region 2 Western Michigan	Region 3 Northeastern Michigan	Region 4 Central Michigan	Region 5 Southeastern Michigan
AI Teacher	71.4%	60.0%	50.0%	64.7%	63.4%
LD Teacher	69.7%	78.7%	81.9%	74.1%	79.3%
Supervisor	77.8%	61.4%	67.4%	67.6%	80.6%

Source: MICIS

Explanation:
In most special education endorsement areas Michigan's December 1 data do not demonstrate shortages of qualified personnel. However, December 1 data reflect shortages in the three indicated areas.

Analysis for GS.IV:
For the purposes of this calculation, any personnel group with 80% or less members fully endorsed were identified as high priority. It is important to note that Michigan has rigorous standards for credentialing teachers. In addition to a basic teaching certificate, all those teaching special education must have a special education endorsement. Endorsement represents a specialty in a disability area. There are statewide shortages of fully endorsed special education teachers for students with autism. Four out of five regions also experienced shortages of fully endorsed special education teachers for students with learning disabilities and special education supervisors.

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
GS.IV: There are sufficient numbers of administrators, teachers and related service providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the state.		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
There are sufficient numbers of fully endorsed teachers for students with autism.	Baseline data	MDE, OSE/EIS initiated an ongoing activity, Autism Collaborative Endorsement (ACE), to address the need to increase the number of AI teachers. The ACE project is a collaborative online teacher-training project that leads to an AI teaching endorsement. Six universities within Michigan participate in the project. Thirteen students have completed coursework leading to an AI endorsement and 435 students have registered for courses. Through the State Improvement Grant (SIG), an analysis was completed of personnel supply/demand challenges and implemented a newer teacher mentoring initiative.

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
		Collaborate with Institutes of Higher Education (IHEs) in applying for and implementing OSEP personnel preparation grants. *Timeline*: Ongoing *Resources*: ACE collaborative, Michigan Virtual University, and MDE, OSE/EIS staff
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
There are sufficient numbers of fully endorsed teachers for students with autism.		Continue the ACE program to address personnel needs for students with autism. Collaborate with Institutes of Higher Education (IHEs) in applying for and implementing OSEP personnel preparation grants. *Timeline*: Ongoing *Resources*: ACE collaborative, Michigan Virtual University, and MDE, OSE/EIS staff
July 2004 – June 2005	July 2004 – June 2005	July 2004 – June 2005
Actions are taken to address the apparent shortages in fully endorsed LD teachers and special education supervisors.		Initiate the collection of special education pipeline data from Institutions of Higher Education. *Timeline*: September 2004 *Resources*: MDE, OSE/EIS Data team Study personnel data of LD teachers and Special Education Supervisors. *Timeline*: October 2004 *Resources*: MDE, OSE/EIS Data team

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
There are sufficient numbers of fully endorsed teachers for students with autism.		Share data with appropriate professional organizations (i.e., Michigan Association of Learning Disabilities Educators, Michigan Association of Administrators in Special Education) and with the Institutes for Higher Education (IHE) Committee. *Timeline*: January 2005 *Resources*: MDE, OSE/EIS staff Continue the ACE program to address personnel needs for students with autism. *Timeline*: Ongoing *Resources*: ACE collaborative, Michigan Virtual University Collaborate with Institutes of Higher Education (IHEs) in applying for and implementing OSEP personnel preparation grants.

GS.V: Do State procedures and practices ensure collection and reporting of accurate and timely data?

A flat file data record in specified format has been collected for each student in the state for more than 15 years. The format has been unchanged for at least the last five years. Some minor adjustments to definitions such as 618 reporting requirements and state rules have been changed.

For the 2000 data collection, the data records were manually merged into one large data file, and 618 report data were created using Statistical Package for the Social Sciences (SPSS). The federal data audit team criticized this process in the summer of 2001. The auditors noted that data changes were made in the state file without assurance that the corresponding changes were made locally, and there was no procedure for tracking duplicate records. The Michigan Compliance Information System (MICIS) was initiated in 2001 and addressed these concerns.

The MDE, OSE/EIS state level procedures and practices are built around two key processes. First, the December data collection is designed to insure accurate counts from the data that are submitted by ISDs and LEAs. The set of data edits, and duplicate checking algorithms insure, that submitted data satisfies the stated business rules and that user submitted counts match final reported counts. The set of student data reports available for all the 618 table fields have increased greatly. The ISD and LEA staff have access to these same reports and use them to verify their counts prior to certifying their accuracy.

The second process is designed to insure that the submitted data from the ISDs and LEAs is an accurate portrayal of the actual special education student population. A manual check of 5,000 randomly selected records is performed to make sure that a student and appropriate files exists for each submitted record. The Part B monitoring system does random audits to insure that IEPs are conducted and recorded properly.

In summary, the collection process ensures that the data submitted by ISDs and LEAs matches the data reported by the state. The audit and monitoring processes insure that the data submitted by the ISDs and LEAs are accurate.

The MICIS software was first used for the 2001 December Count. The 2003 count was the first time the accuracy of the data was fully trusted. Therefore, 2003 data will be used to establish baselines.

Targets (section 2 & 4)	**Explanation of Progress/Slippage from Prior Year** (Section 3)	**Activities, Timelines and Resources** (Sections 5 & 6)
GS.V: State procedures and practices ensure collection and reporting of accurate and timely data.		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
Required data reports submitted by due dates.	The MICIS was introduced for the 2001 Collection. MICIS is a web based application and requires each submitted record to pass through a series of validation checks, including Student Unique Identifier matching and data edits. For the first time, a concerted effort was made to eliminate duplicate records between districts. The system had many bugs and minimal reporting.

For 2002, the MICIS collection process was revised to include a smoother user interface. The changes were not completed in time to allow adequate testing, the problems were numerous, and the count was completed later than in the prior year. Based on the 2001 and 2002 collections, Data Portraits were released for the first time to Intermediate School Districts (ISDs). The Portraits include summary counts for each of the 618 data fields, and created percentage values that can rank ISDs. The first deployment of these reports resulted in many districts making efforts to "clean up" parts of their data. | Outline of the submission schedule for December, 2002:
Software changes in place
Timeline: November 1

Training completed for Submissions Staff at local level
Timeline: November 15

Submissions begin
Timeline: December 2

Initial Submissions end
Timeline: December 20

Submissions finished
Timeline: January 15

Tables 1 and 3 submitted
Timeline: February 1

Discipline data collection completed
Timeline: July 1

Tables 2, 4, and 5 submitted
Timeline: November 1 |

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
	For the 2003 submission, a group of local data staff representing the state designed improved processes, particularly targeting the reports available as submissions were made. The timeline was revised and all software changes made early enough to allow testing by state and local staff. The known accuracy of the data improved greatly, with reports clearly defining how each student was counted in each 618 report. Unfortunately, the improved accuracy resulting in the finding of several processing errors, and the timeliness suffered while fixing the errors.	
The manual sampling of submitted records against physical records will reveal variation of less than 1.0%.	(Baseline Data: Sampled 5,936 records at 18 ISDs and the Family Independence Agency with an error rate of 2.7%)	Manual audit of student records at each of 18 ISDs and the Family Independence Agency. *Timeline*: 2002 audit

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004

Submit required data reports by the due dates.		Changes made for December **2003**.
		
		Software changes ready for testing
		  Timeline: October 1
		Tested software released for local test submissions
		  Timeline: November 1
		Training included reports to allow verification of certification
		  Timeline: November 15
		Submissions begin
		  Timeline: December 1
		Initial Submissions end
		  Timeline: December 20
		Submissions finished
		  Timeline: January 15
		Tables 1 and 3 submitted
		  Timeline: February 1
		Discipline data collection completed
		  Timeline: July 1
		Tables 2, 4, and 5 submitted
		  Timeline: November 1
		Add training for direct entry users, especially PSAs.
		  Timeline: November 15
		Begin weekly review of all received data.
		Implement suggested improvements by referent group including additional steps to identify processing errors earlier so as to improve the timeliness of the submission.
		  Timeline: December 20

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
The manual sampling of submitted records against physical records will reveal a variation of less than 1.0%.	Sampled 3,019 records at 21 ISDs and the Department of Corrections with an error rate of 0.6%	Manual check of student records at 21 ISDs and the Department of Corrections. *Timeline*: 2003 audit *Resources*: MDE, OSE/EIS staff
Suspension and expulsion data collection will be accurate.	Discipline data collection method is changing for the 2003-2004 submission, due November 1, 2004. A small improvement over the volume received for 2002-2003 is expected this first year of the new process, and then a much greater volume is anticipated during the submission year, 2004-2005.	MDE, OSE/EIS will collaborate with the Center for Educational Performance Information (CEPI) in the data collection for 2004. Training to the field will be conducted spring 2004. *Timeline*: April 2004 *Resources*: MDE, OSE/EIS data team, CEPI

Cluster Area II: Early Childhood Transition

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal(s):
All children with special needs birth to five, and their families meaningfully participate in activities and support services of their choice.

Performance Indicator:
By the child's third birthday, LEAs complete evaluations, determine eligibility, develop and have IEPs in effect for all Part B eligible children.

Baseline/Trend Data:
The following Part C monitoring standards address the transition from Part C to Part B:
185: Transition planning began at least 90 days, and no more than six months, prior to the child's 3rd birthday.
188: The local educational agency was notified that the child was turning 3 and eligible for special education services.
190: The IFSP and evaluation information were sent to the local educational agency.

In a record review of ten *Early On* service areas in 2002-2003, standard 185 was in compliance 43.9% of the time; standard 188 was in compliance 88.0% of the time, and standard 190 was in compliance 82.0% of the time.

Part B monitoring has included the 0-3 population in its annual monitoring cycle sampling procedure. All applicable due process/compliance standards are applied. No specific transition standards were included until the 2003-04 cycle.

Linking the data of identified eligible Part B children at age 3 to actual service delivery has not occurred to date.

Analysis of Data:
Part C (*Early On*) Monitoring data suggest that documentation of transition planning is in need of improvement. It appears that local education agencies are notified of children eligible for special education and that the IFSP and evaluation information pertaining to the child are sent. However, it also appears that transition planning is not timely. Part B monitoring data is not available to compare with the Part C monitoring data.

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
All children eligible for Part B services receive special education and related services by their third birthday.		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
Determine the % of children who leave *Early On* at age three who are special education eligible.	Monitoring of Part C transition by the *Early On* program Monitoring of transition by the Part B program	The number and percentage between *Early On* and special education Part B counts is reported in annual *Early On* Data Portrait
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
Determine baseline data to establish if there is an issue with three year olds not getting service	There are two different state data collection systems for Part B (MICIS) and Part C (EETRK) in Michigan. MICIS records students actually receiving Part B services, while EETRK reports children ELIGIBLE for Part B services. We have matched counts between the two systems and have discovered wide variations in some ISDs. We have not done an in-depth study to determine if the two sets of children are the same in the two data sets.	Develop system for doing data set match between the EETRK *Early On* data and the MICIS December 1 to reveal whether there is a systems issue in this area. *Timeline*: June 2004 *Resources*: MDE, OSE/EIS data team Gather Part C (*Early On*) record review data. *Timeline*: 2002 –2003 *Early On* System Review *Resources*: *Early On* record reviewers
July 2004-June 2005	July 2004-June 2005	July 2004-June 2005
Children exiting Part C are receiving services indicated on their IEP 90% of the time		Report Part B monitoring data regarding early childhood transition. *Timeline*: August, 2004 *Resources*: Part B Monitors

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
		If discrepancy between the C to B transition is found, a plan for improvement will be developed and implemented. *Timeline*: July 2004 Continue Part C monitoring of transition. *Timeline*: 2003-2004 *Early On* System Review *Resources*: *Early On* record reviewers
July 2005-June 2006	July 2005-June 2006	July 2005-June 2006
Children exiting Part C are receiving services indicated on their IEP 90% of the time		Develop system for following Part B identified children from Part C. *Timeline*: September 2005 *Resources*: MICIS data system Test and complete the migration of children's records from EETRK to MICIS. *Timeline: December 2005* *Resources*: MICIS data system Build a report that counts the children that are in one or both programs. *Timeline*: February 2006 *Resources*: MICIS data system, MDE,OSE/EIS data team

Cluster Area III: Parent Involvement

Question: Is the provision of a Free Appropriate Public Education to children with disabilities facilitated through parent involvement in special education services?

State Goal(s):
Increase parent involvement in the facilitation of the provision of a free appropriate public education for their child.

Performance Indicator:
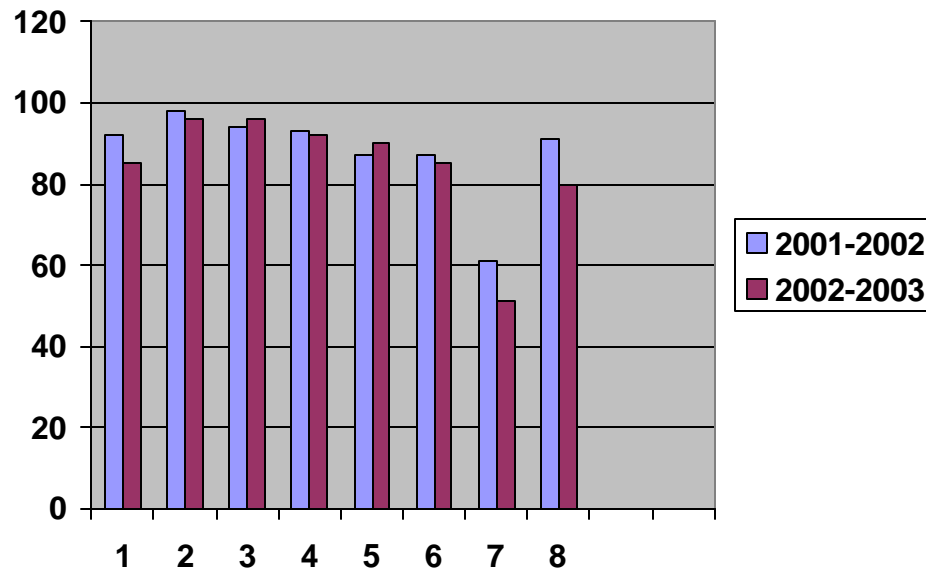Continue to measure parent satisfaction with their son or daughter's FAPE.

Baseline/Trend Data:

Chart 1.1:
Parent Survey Results (component of Michigan Monitoring Model)

Source: Michigan Monitoring Model Data Base

Questions asked on the survey are:
1. Were you given the opportunity to participate in the planning of your son's or daughter's most recent evaluation?
2. Was your son's or daughter's IEP Team meeting scheduled at a mutually agreed upon time and place?
3. Did you understand your rights in the IEP Team meeting process?
4. Were your concerns listened to and addressed in the IEP Team meeting?
5. Did the IEP Team consider a variety of educational options such as general education classes with support, special education classes, or a separate special education school?
6. Have you received progress reports regarding your son's or daughter's progress toward the achievement of his or her annual goals?

(For students aged 14 or younger or if IEP indicates "Transition Services")
7. Are your son's or daughter's current transition services meeting his or her needs?
8. Are the educational needs of your son or daughter being met through the programs and/or services that tare being provided?

Chart 1.2:
Percentage of Responses
to Question #9:
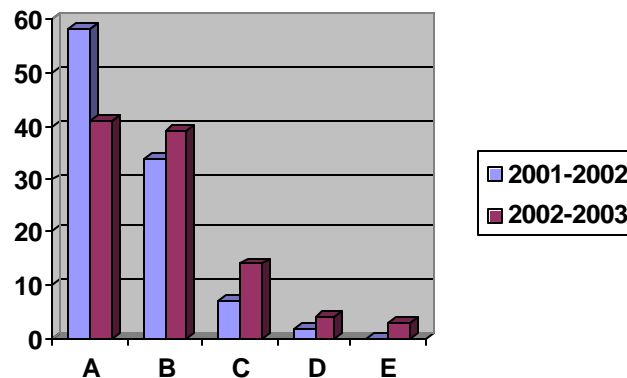
What letter grade would you give the special education programs and/or services your son or daughter is receiving?

Source: Michigan Monitoring Model Data Base

Explanation:
A component of the Michigan Modeling Model is a Parent Survey. The survey consists of nine questions. Twenty-five percent of the students identified in the stratified sample are selected. If twenty-five percent of the student sample results in fewer than ten parent surveys, a minimum of ten surveys must be completed. Responses on graph indicate YES answers to the questions listed.

Analysis of Data:

Satisfaction ratings of YES have occurred at an 80% or better level for eight of the nine questions. These questions deal with parent participation in planning for evaluation, scheduling at a mutually agreed upon time and place, having concerns listened to and addressed in the IEP, consideration of LRE options, and receipt of progress reports.

In both years 2001-2002 and 2002-2003, ratings for answering YES to the questions are above the 85% level with the exception of Question #7 asking: Are your son's or daughter's current transition services meeting his or her needs? YES was reported 61% of the time for 2001-2002 and 57% of the time for 2002-2003.

Targets (section 2 & 4)	**Explanation of Progress/Slippage from Prior Year** (Section 3)	**Activities, Timelines and Resources** (Sections 5 & 6)
The provision of a free appropriate public education for children with disabilities is facilitated through parent involvement.		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
Maintain level of parent satisfaction with involvement in their child's education.		Continue funding of the comprehensive parents services system to provide training and technical assistance to families. Conduct parent survey portion of MMM.
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
Improve participation of parents in the planning for their son's or daughter's transition services.		Work cooperatively with Parent Training Initiative grantees to better support parents in their active engagement in the educational process for their child. Conduct parent survey portion of MMM. *Resources*: NCSEAM Involvement of parent representatives in design of focused monitoring system.

Cluster Area IV: Free Appropriate Public Education
in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probes:

BF.I   Is the percentage of children with disabilities, receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the general population; and are their educational environments and disability categories significantly disproportionate to national data?

BF.II   Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?

BF.III   Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?

BF.IV   Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?

BF.V   Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?

BF.VI   Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?

State Goal:

     Students with disabilities reach challenging educational standards.

Performance Indicators:

BF.I   The percentage of children with disabilities, receiving special education, by race/ethnicity, is significantly proportionate to the percentage of children, by race/ethnicity, in the general population; and their educational environments and disability categories are significantly proportionate to national data.

BF.II   The high school graduation rates, for children with disabilities, are comparable to graduation rates for nondisabled children.

BF.III   Suspension and expulsion rates for children with disabilities are comparable to, or below, the rates for nondisabled children within local educational agencies.

BF.IV   The performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

BF.V   Children with disabilities, aged 6-26, are educated with nondisabled peers to the maximum extent appropriate.

             Children with disabilities, aged 3-5, are educated with nondisabled peers to the maximum extent appropriate.

BF.VI   There is improvement in the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services.

BF.I: Is the percentage of children with disabilities, receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the general population; and are their educational environments and disability categories significantly disproportionate to national data?

Table 1.1: Disproportionality by Disability Category: 2002-2003

	All Columns	White	Percent White	Black	Percent Black	Hispanic	Percent Hispanic	Asian	Percent Asian	American Indian	Percent American Indian
ENROLLMENT Ages 6-21	**1,639,851**	**1,208,085**	73.67%	**321,626**	19.61%	**59,381**	3.62%	**34,265**	2.09%	**16,494**	1.01%
ALL CHILDREN WITH DISABILITIES, AGES 6-21											
All Disabilities	**209,508**	**155,571**	74.26%	**42,586**	20.33%	**7,204**	3.44%	**2,140**	1.02%	**2,007**	0.96%
Difference			0.58%		0.71%		-0.18%		-1.07%		-0.05%
Relative Difference			0.008		0.036		-0.050		**-0.511**		-0.048
BY DISABILITY CATEGORY											
Specific Learning Disabilities	**96,266**	71,303	74.07%	19,232	19.98%	3,996	4.15%	740	0.77%	995	1.03%
Difference			0.40%		0.36%		0.53%		-1.32%		0.03%
Relative Difference			0.005		0.019		0.146		**-0.632**		0.028
Speech	**41,810**	32,765	78.37%	6,738	16.12%	1,328	3.18%	637	1.52%	342	0.82%
Difference			4.70%		-3.50%		-0.44%		-0.57%		-0.19%
Relative Difference			0.064		-0.178		-0.123		**-0.271**		-0.187
Mental Retardation	**24,615**	14,593	59.28%	8,862	36.00%	736	2.99%	234	0.95%	190	0.77%
Difference			-14.39%		16.39%		-0.63%		-1.14%		-0.23%
Relative Difference			-0.195		**0.836**		-0.174		**-0.545**		**-0.233**
Emotional Impairment	**19,373**	14,715	75.96%	3,922	20.24%	409	2.11%	89	0.46%	238	1.23%
Difference			2.29%		0.63%		-1.51%		-1.63%		0.22%
Relative Difference			0.031		0.032		**-0.417**		**-0.780**		**0.221**
POHI (Transition) **	**13,980**	11,725	83.87%	1,594	11.40%	352	2.52%	167	1.19%	142	1.02%
Difference			10.20%		-8.21%		-1.10%		-0.89%		0.01%
Relative Difference			0.138		**-0.419**		**-0.305**		**-0.428**		0.010

Autism	**5,463**	4,374	80.07%	847	15.50%	96	1.76%	110	2.01%	36	0.66%
Difference			6.40%		-4.11%		-1.86%		-0.08%		-0.35%
Relative Difference			0.087		**-0.209**		**-0.515**		-0.036		**-0.345**
Hearing Impaired	**2,920**	2,146	73.49%	568	19.45%	118	4.04%	71	2.43%	17	0.58%
Difference			-0.18%		-0.16%		0.42%		0.34%		-0.42%
Relative Difference			-0.002		-0.008		0.116		0.164		**-0.421**
Multihandicap	**2,807**	2,062	73.46%	555	19.77%	103	3.67%	57	2.03%	30	1.07%
Difference			-0.21%		0.16%		0.05%		-0.06%		0.06%
Relative Difference			-0.003		0.008		0.013		-0.028		0.063
Other Health (Transition) **	**1,186**	1090	91.91%	52	4.38%	28	2.36%	6	0.51%	10	0.84%
Difference			18.24%		-15.23%		-1.26%		-1.58%		-0.16%
Relative Difference			**0.248**		**-0.776**		**-0.348**		**-0.758**		-0.162
Visual Impairment	**863**	623	72.19%	180	20.86%	32	3.71%	23	2.67%	5	0.58%
Difference			-1.48%		1.24%		0.09%		0.58%		-0.43%
Relative Difference			-0.020		0.063		0.024		**0.275**		**-0.424**
Developmental Delay	**181**	139	76.80%	29	16.02%	6	3.31%	6	3.31%	1	0.55%
Difference			3.13%		-3.59%		-0.31%		1.23%		-0.45%
Relative Difference			0.042		-0.183		-0.085		**0.586**		**-0.451**
TBI (Transition) **	**44**	36	81.82%	7	15.91%	0	0.00%	0	0.00%	1	2.27%
Difference			8.15%		-3.70%		-3.62%		-2.09%		1.27%
Relative Difference			0.111		-0.189		**-1.000**		**-1.000**		**1.260**

** POHI in Michigan is a combined group of disabilities: orthopedic impairment and other health impairment. This disability is transitioning into three disability categories: Physical (Orthopedic Impairment), Other Health Impairment, and Traumatic Brain Injury.
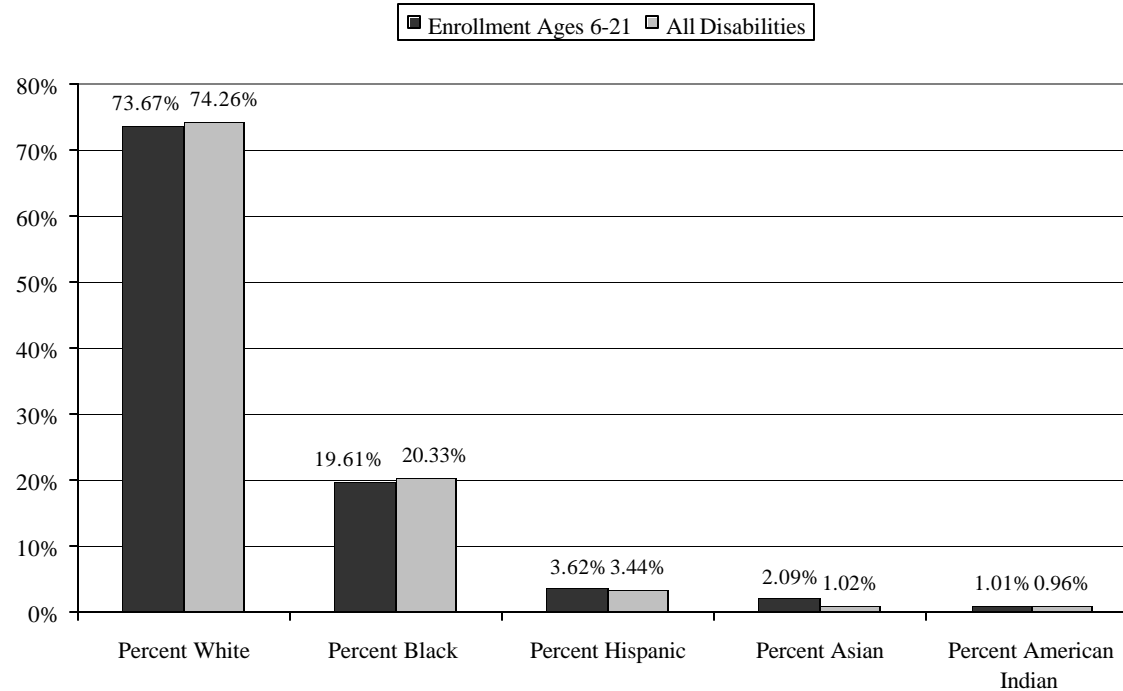
Source: MICIS

Table 1.2: Disproportionality by Educational Environment: 2002-2003

		All Columns	White	Percent White	Black	Percent Black	Hispanic	Percent Hispanic	Asian	Percent Asian	American Indian	Percent American Indian
1	**ENROLLMENT Ages 6-21**	**1,639,851**	**1,208,085**	**73.67%**	**321,626**	**19.61%**	**59,381**	**3.62%**	**34,265**	**2.09%**	**16,494**	**1.01%**
	ALL CHILDREN WITH DISABILITIES, AGES 6-21											
2	**All Settings**	**209,508**	**155,571**	**74.26%**	**42,586**	**20.33%**	**7,204**	**3.44%**	**2,140**	**1.02%**	**2,007**	**0.96%**
3	Difference			0.59		0.71		-0.18		-1.07		-0.05
4	Relative Difference			0.01		0.04		-0.05		**-0.51**		-0.05
	BY EDUCATIONAL ENVIRONMENT											
2	**Outside Regular Class 21%**	92,765	74,900	80.74%	13,093	14.11%	2,797	3.02%	1,124	1.21%	851	0.92%
3	Difference			7.07		-5.50		-0.61		-0.88		-0.09
4	Relative Difference			0.10		**-0.28**		-0.17		**-0.42**		-0.09
2	**Outside Regular Class 21-60%**	60,359	48,387	80.17%	8,393	13.91%	2,345	3.89%	522	0.86%	712	1.18%
3	Difference			6.49		-5.71		0.26		-1.22		0.17
4	Relative Difference			0.09		**-0.29**		0.07		**-0.59**		0.17
2	**Outside Regular Class >60%**	47,908	25,757	53.76%	19,568	40.84%	1,840	3.84%	371	0.77%	372	0.78%
3	Difference			-19.91		21.23		0.22		-1.32		-0.23
4	Relative Difference			**-0.27**		**1.08**		0.06		**-0.63**		**-0.23**
2	**Spec Ed Building**	7,392	5,728	77.49%	1,284	17.37%	199	2.69%	118	1.60	63	0.85%
3	Difference			3.82		-2.24		-0.93		-0.49		-0.15
4	Relative Difference			0.05		-0.11		**-0.26**		**-0.24**		-0.15
2	**Public Resid**	302	263	87.09%	36	11.92%	3	0.99%	0		0	
3	Difference			13.42		-7.69		-2.63					
4	Relative Difference			0.18		**-0.39**		**-0.73**					
2	**Private Resid**	467	293	62.74%	156	33.40%	11	2.36%	1	0.21%	6	1.28%
3	Difference			-10.93%		13.79%		-1.27%		-1.88%		0.28%
4	Relative Difference			-0.15		**0.70**		**-0.35**		**-0.90**		**0.28**
2	**Hospital/Homebound**	315	243	77.14%	56	17.78%	9	2.86%	4	1.27%	3	0.95%
3	Difference			3.47		-1.84		-0.76		-0.82		-0.05
4	Relative Difference			0.05		-0.09		**-0.21**		**-0.39**		-0.05

Source: MICIS

Overall Proportion Analysis – All Disabilities, All Settings

Chart 1.3: Comparison between Overall Enrollment and IDEA Child Count with Respect to Race/Ethnicity

■ Enrollment Ages 6-21   □ All Disabilities

Source: MICIS

Explanation:
The first analysis of the ethnicity data in Table 1.1 examined the overall representation of the five ethnic groups within special education. There are no disproportionality issues with respect to four race/ethnicity groups in overall enrollment and the child count of students with disabilities. An exception is found for the Asian population. In this case, the *relative difference* calculation indicates a (negative) -0.51 differential. The Asian population is under-represented within the special education population.

Proportional Analysis by Disability

Table 1.4: *Relative Difference* calculations for All Disabilities and for Each Disability*

	Count per Disability	White	Black	Hispanic	Asian	American Indian
Count per Race /Ethnicity	**209,508**	**155,571**	**42,586**	**7,204**	**2,140**	**2,007**
All Disabilities	**209,508**	**0.008**	**0.036**	**-0.050**	**-0.511**	**-0.048**
Specific Learning Disabilities	96,266	0.005	0.019	0.146	-0.632	0.028
Speech	41,810	0.064	-0.178	-0.123	-0.271	-0.187
Cognitive Impairment	24,615	-0.195	0.836	-0.174	-0.545	-0.233
Emotional Impairment	19,373	0.031	0.032	-0.417	-0.780	0.221
POHI (Transition) **	13,980	0.138	-0.419	-0.305	-0.428	0.010
Autism	5,463	0.087	-0.209	-0.515	-0.036	-0.345
Hearing Impaired	2,920	-0.002	-0.008	0.116	0.164	-0.421
Multihandicap	2,807	-0.003	0.008	0.013	-0.028	0.063
Other Health Imp (Transition) **	1,186	**0.248**	-0.776	-0.348	-0.758	-0.162
Visual Impairment	863	-0.020	0.063	0.024	**0.275**	-0.424
Developmental Delay	181	0.042	-0.183	-0.085	**0.586**	-0.451
TBI (Transition) **	44	0.111	-0.189	-1.000	-1.000	**1.260**

* Relative Difference is the relative size of the difference between the child count percentage and the enrollment percentage, as a proportion of the enrollment percentage (difference / enrollment percentage = relative difference).

** POHI in Michigan is a combined group of disabilities: orthopedic impairment and other health impairment. This disability is transitioning into three disability categories: Physical (Orthopedic Impairment), Other Health Impairment, and Traumatic Brain Injury.
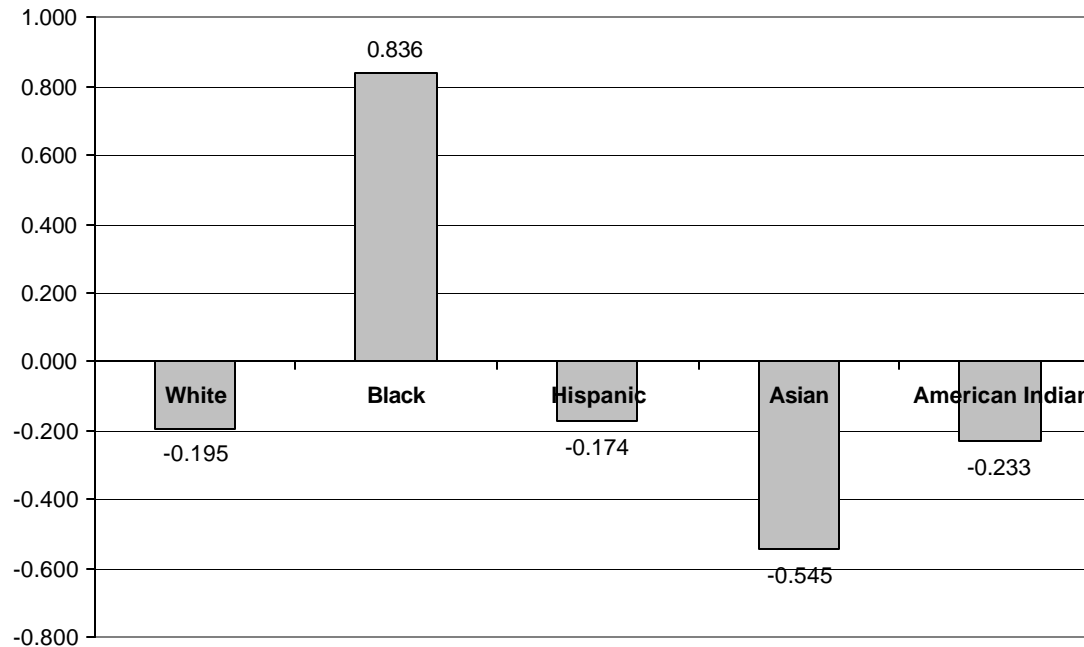
Source: MICIS

Explanation:

Michigan now recognizes twelve of the disability categories reported to the US Department of Education. During the 2002-2003 school year Michigan began a transition from a single category of Physical (Orthopedic) and Otherwise Health Impairment to three

distinct impairment groups: Physical (Orthopedic) Impairment, Other Health Impairment, and Traumatic Brain Injury. During the December 2002 IDEA count, a small number of students have begun transitioning to the new disability categories. These categories are marked with transition in the above table. To calculate overall representation of race ethnicity issues across disabilities, the *Relative Difference* calculation as explained on the APR instructions was utilized. The *Relative Difference* indicates, for each race/ethnicity category, the relative size of the difference between the child count percentage and the IDEA enrollment percentage, as a proportion of the enrollment percentage. This table presents a summary of the *Relative Difference* calculations. Any *relative difference* that is greater than 0.20 or less than -0.20 is considered an indication of over or under representation respectively. Under representation cells are depicted in dark gray, and over representation cells are shaded in light gray on the table for easy identification.

Five disabilities account for the majority of students identified within special education. The area in the above table marked by a box indicates where most students with disability are identified (94.6% of students with disabilities are either white or black; and 93.6% of all students with disabilities are identified under the Specific Learning Disability, Speech, Cognitive Impairment, Emotional Impairment or Orthopedic Impairment/Health Impairment categories). Under these most populous groups, Black students with disabilities are over represented on the Cognitive Impairment category and under represented on the Orthopedic Impairment/Health Impairment category. White students, although below the 0.20 benchmark, are somewhat under represented on the Cognitive Impairment category (-0.195, which is just below the -0.20 benchmark).

**Chart 1.5: Relative Difference Among Race/Ethnicity Categories for Cognitive Impairment (Mental Retardation)**

Source: MICIS

Explanation:

A closer examination of students identified under the Cognitive Impairment (Mental Retardation) disability category is presented in Table 1.5. In this case, the Black population is clearly over-represented on this category. The *relative difference* calculation indicates the black population is the only group over-represented on this disability category. Asian and American Indian populations are under-represented in this same category, although White and Hispanic populations are also somewhat under represented (just below the 0.20 benchmark for the *relative difference* calculation.

**Chart 1.6: Relative Difference Across Disability Categories for Black Students**
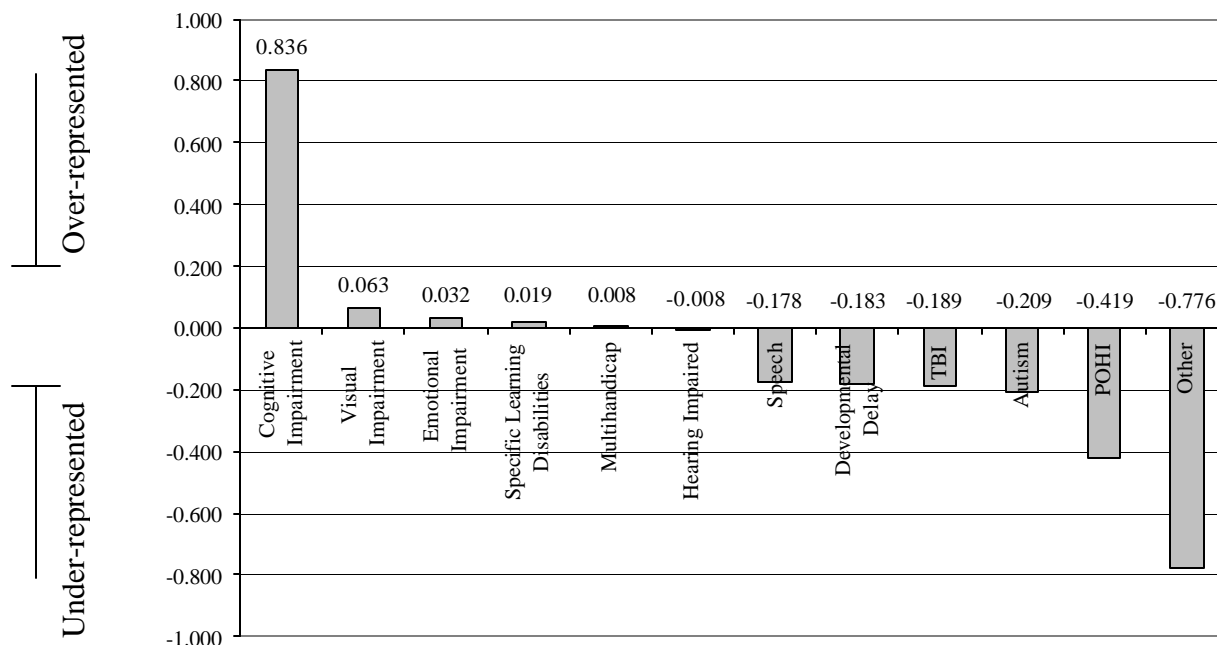
Source: MICIS

Explanation:

Black students are highly over-represented in the Cognitive Impairment disability, which is the third highest disability category by level of enrollment (24,615 students in School year 2002-03). The over-representation within Cognitive Impairment may influence the under-representation in other disability categories. Chart 1.6 provides the representation of Black students across disability categories. Black students are under-represented in the following disability categories: Other Health Impairment, POHI, and Autism. They are also marginally under-represented on the following disability categories: TBI, Developmental Delay, and Speech.

Furthermore, the over-representation of Black students in Cognitive Impairment may also impact where these students are served. This analysis is performed on the "Settings" component of this report.

**Chart 1.7: Relative Difference Across Disability Categories for Asian Students**
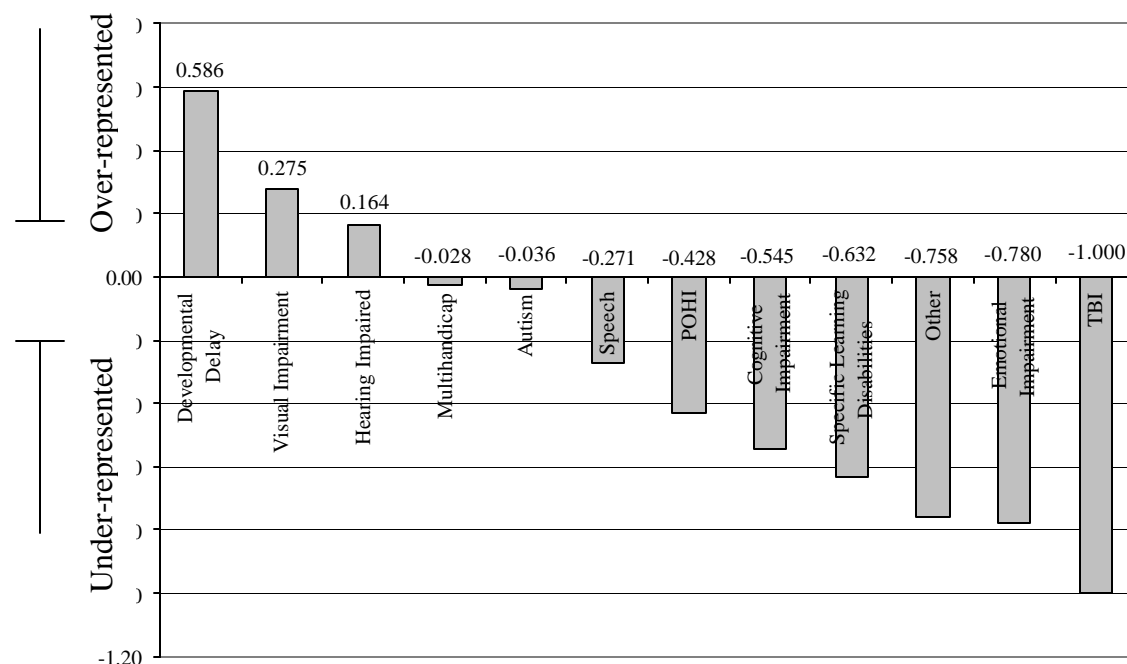
Source: MICIS

Explanation:

Another ethnic group which appears to have significant under- or over-representation issues is the Asian group. As explained earlier, the Asian group is under-represented within the group of students with disabilities. Chart 1.7 depicts the representation of Asian students across disability categories. It is important to notice that this group is comprised of a relatively small number of students (2,140 for the school year 2002-03). With a relatively small number of students, small fluctuations of the number of students may create larger relative impact on proportionality rates.

Hispanic students are under-represented in Emotional Impairment, POHI, Autism, Other Health Impairment and TBI (Table 1.4). American Indian students are under-represented in Cognitive Impairment, Developmental Delay, Hearing Impairment, Autism, and Visual Impairment; and over-represented in Emotional Impairment and TBI.

**Chart 1.8:   Trend Analysis for the Representation of Black Students
in Selected Disability Categories Over Time**

■ 2000-01 □ 2001-02 ■ 2002-03
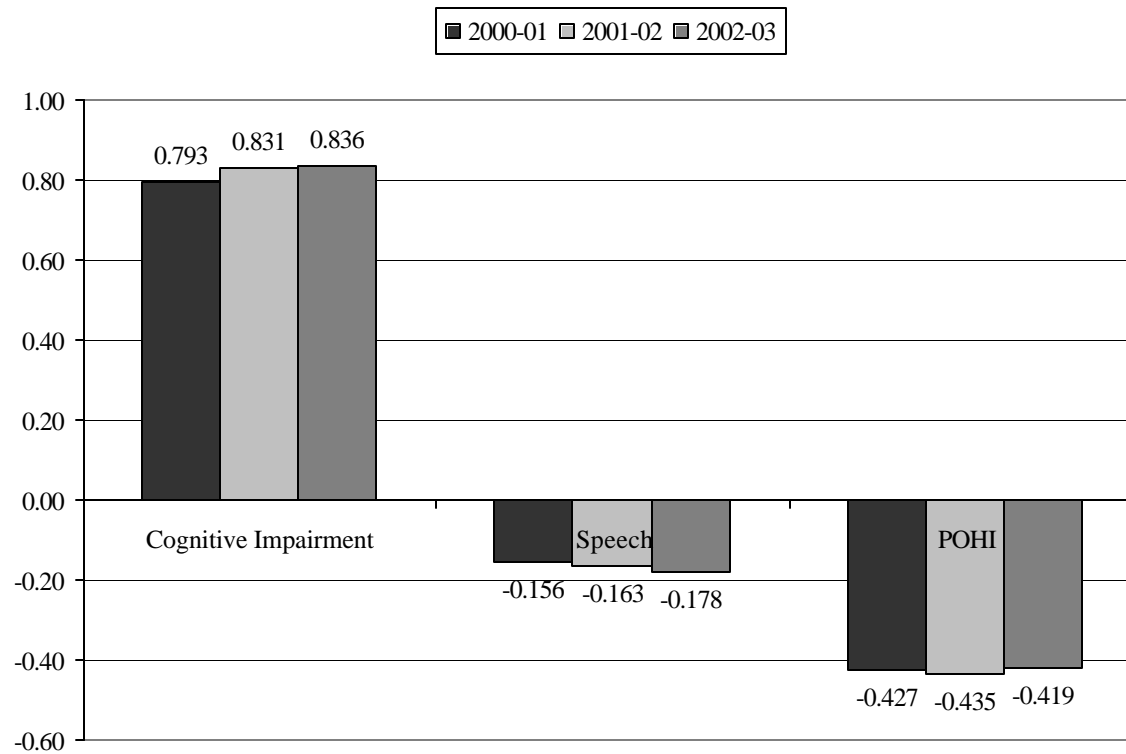
Source: MICIS

Explanation:
It is important to verify if disproportionality is an issue which is increasing or decreasing over time. Chart 1.8 depicts such analysis. There was a slight increase in the over-representation of Black students identified as Cognitive Impaired. Conversely Black students showed a consistent low representation in the Speech and Language disability category. This low representation does not constitute an "under-" representation at this point. This is under the 0.20 criteria for under-representation. If this trend should continue, this could lead to an under-representation of Black students in the Speech and Language category. In terms of POHI, there was a slight increase

in the under representation of Black students from 2000/2001 to 2001/2002, but this trend stopped and slightly reversed in the period 2001-2002 and 2002-2003. As noted earlier, POHI in Michigan is a combined group of disabilities: orthopedic impairment and other health impairment. This disability is transitioning into three disability categories: Physical (Orthopedic Impairment), Other Health Impairment, and Traumatic Brain Injury. The disaggregation of this category will allow for a better analysis of these disabilities in the future.

Proportional Analysis by Settings:

To calculate overall representation of race ethnicity issues across settings, the *Relative Difference* calculation as explained on the APR instructions was applied. The *Relative Difference* indicates, for each race/ethnicity category, the relative size of the difference between the child count percentage and the IDEA enrollment percentage, as a proportion of the enrollment percentage. Table 1.9 presents a summary of the *Relative Difference* calculations. Any *relative difference* that is greater than 0.20 or less than -0.20 is considered an indication of over or under-representation respectively. Under-representation cells are depicted in dark gray, and over-representation cells are shaded in light gray for easy identification.

Table 1.9: *Relative Difference** **calculations for All Disabilities for Each Setting**

	Count Per Setting	White	Black	Hispanic	Asian	American Indian
Count per Race /Ethnicity	209,508	155,571	42,586	7,204	2,140	2,007
All Settings	209,508	0.008	0.036	-0.050	-0.511	-0.048
Outside Regular Class <21%	92,765	0.10	-0.28	-0.17	-0.42	-0.09
Outside Regular Class 21-60%	60,359	0.09	-0.29	0.07	-0.59	0.17
Outside Regular Class >60%	47,908	-0.27	1.08	0.06	-0.63	-0.23
SPEC ED BUILDING	7,392	0.05	-0.11	-0.26	-0.24	-0.15
PUBLIC RESID	302	0.18	-0.39	-0.73	N.A.	N.A.
PRIVATE RESID	467	-0.15	0.70	-0.35	-0.90	0.28
HOSPITAL/HOMEBOUND	315	0.05	-0.09	-0.21	-0.39	-0.05

Source: MICIS

Explanation:

The area marked by a box on Table 1.9 indicates where most students with disabilities are identified (94.6% of students with disabilities are either white or black.) Ninety-Six percent (96%) of all students with disabilities are served in general education buildings.

Chart 1.10: Relative Difference for General Education Building Settings for White and Black Students with Disabilities
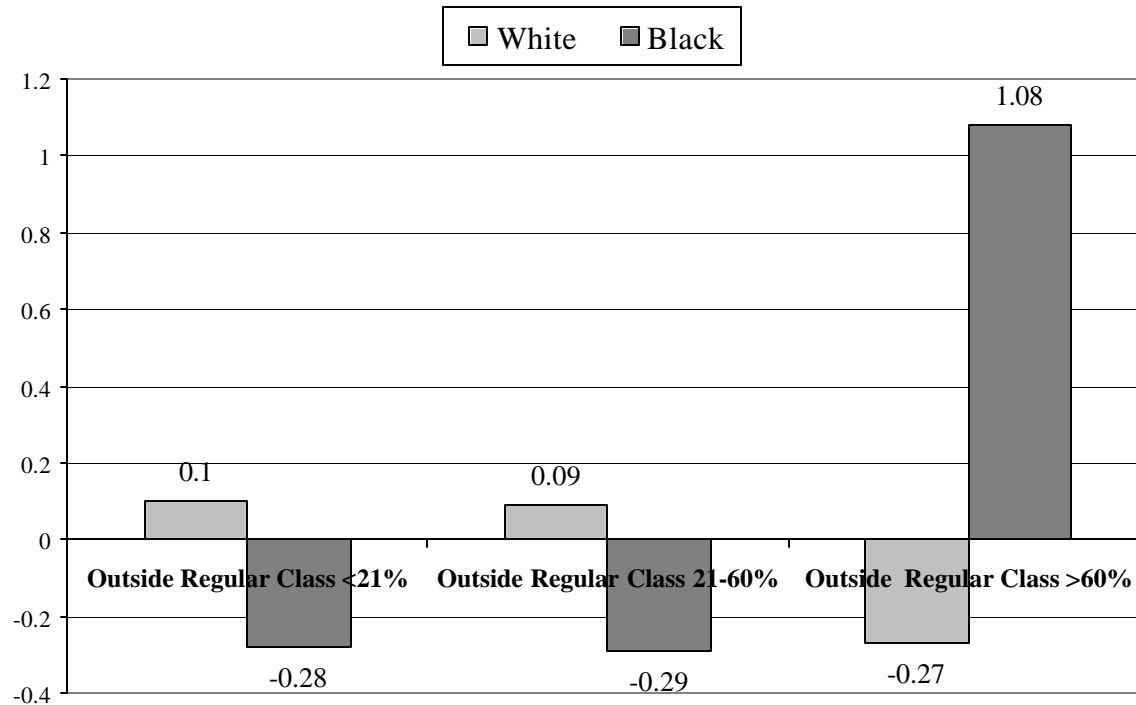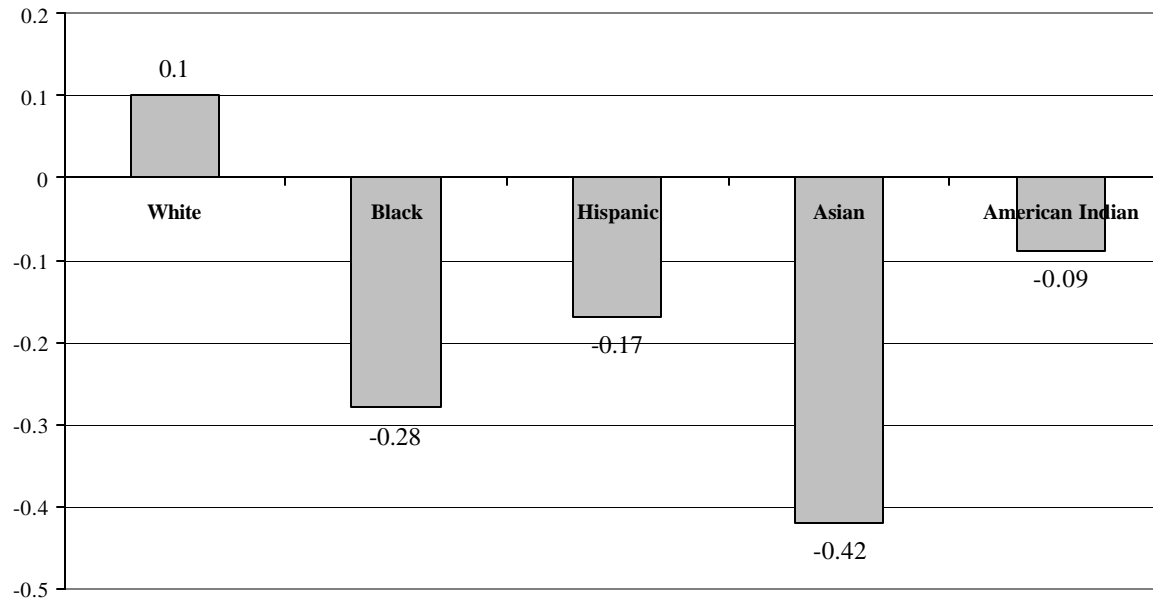

Source: MICIS

Explanation:
Under these most populous groups, Black students with disabilities are over-represented on the most restrictive of these settings, and under-represented on the least restrictive settings. White students, on the other hand, are under-represented on the most restrictive classroom setting (Chart 1.10).

Chart 1.11: Relative Difference for the Least Restrictive Setting (Outside Regular Class <21%) for all Race/Ethnicity Groups
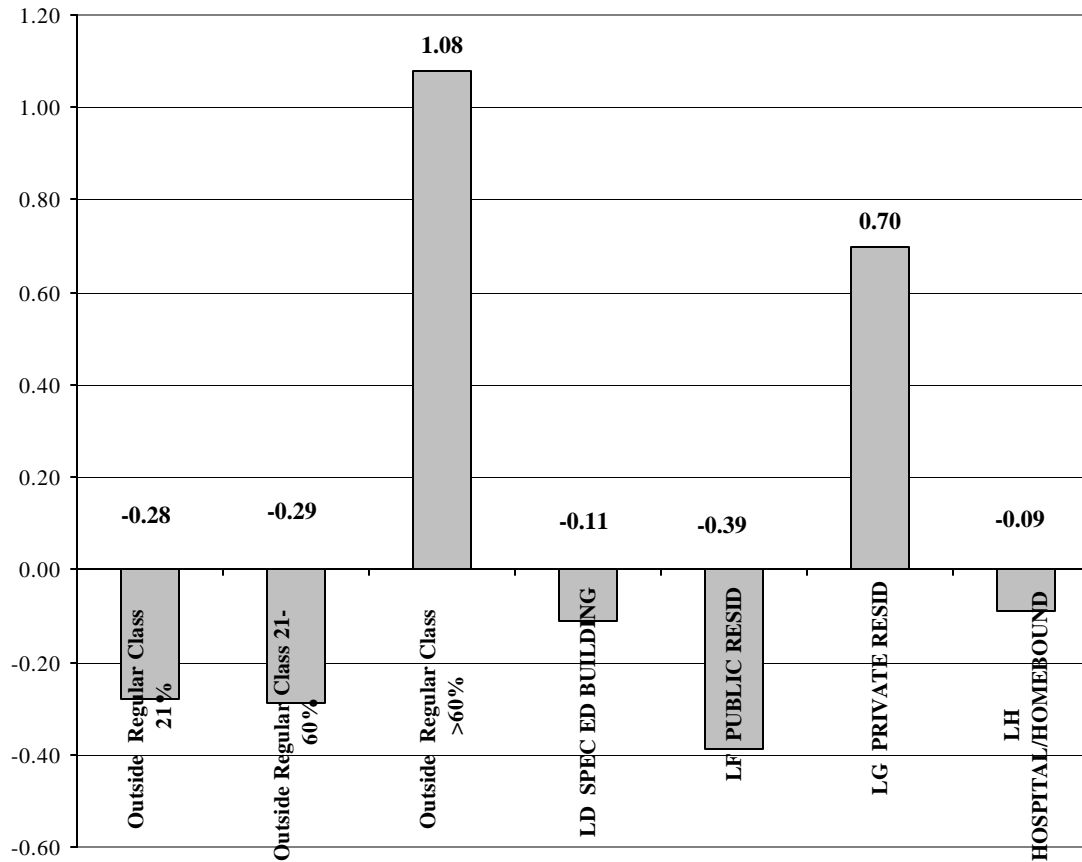

Source: MICIS

Explanation:
Chart 1.11 depicts the distribution of students by race/ethnicity, with respect to the least restrictive setting (Outside Regular Class <21%). Black and Asian students are under-represented in this setting. Only White students show positive value in the direction of over-representation in this least restrictive setting.

Chart 1.12: Relative Difference for all Settings for Black Students

The chart shows the following values by setting:

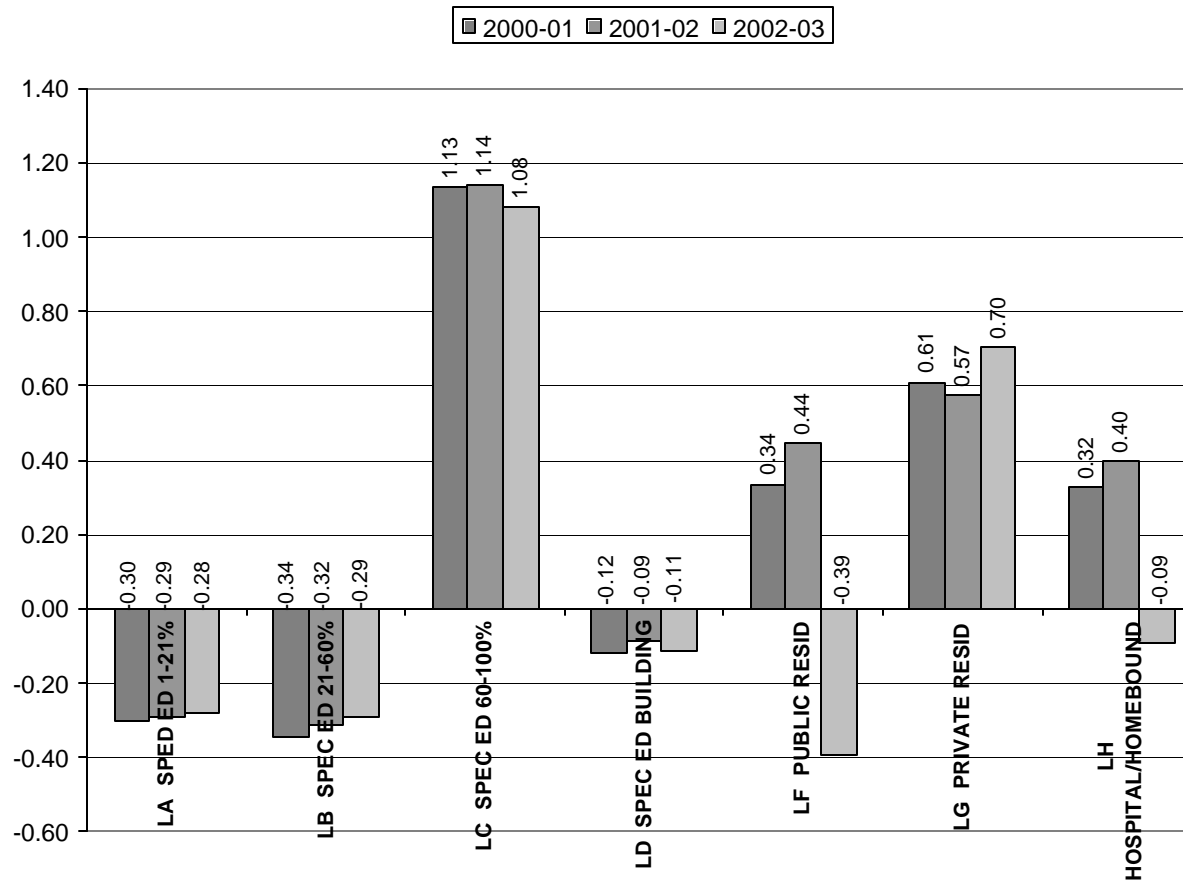| Setting	Relative Difference
Outside Regular Class 21%	-0.28
Outside Regular Class 21-60%	-0.29
Outside Regular Class >60%	1.08
LD SPEC ED BUILDING	-0.11
LF PUBLIC RESID	-0.39
LG PRIVATE RESID	0.70
LH HOSPITAL/HOMEBOUND	-0.09

Source: MICIS

Explanation:
The over-representation of Black students in the most restrictive settings deserves further study. Chart 1.12 depicts the overall representation of Black students in all settings. The data point to over-representation in two restrictive settings: Outside Regular Class

for more than 60% of the time, and Private Residential. Black students with disabilities are under-represented in the following settings: Outside Regular Class less than 21% of the time, and Public Residential Facilities.

The LRE data for Black students was reported over time. Chart 1.13 depicts the data for the last three school years. The trend indicates a slight movement towards the general education environment. Although this represents a very small step, the direction is more positive. The trends for the public residential, private residential, and hospital/homebound are difficult to interpret due to small numbers in the settings.

Chart 1.13: Relative Difference for all Settings for Black Students for School Years 2000-01, 2001-02, and 2002-03.

Legend: ■ 2000-01 ■ 2001-02 □ 2002-03

Setting	2000-01	2001-02	2002-03
LA SPED ED 1-21%	-0.30	-0.29	-0.28
LB SPEC ED 21-60%	-0.34	-0.32	-0.29
LC SPEC ED 60-100%	1.13	1.14	1.08
LD SPEC ED BUILDING	-0.12	-0.09	-0.11
LF PUBLIC RESID	0.34	0.44	-0.39
LG PRIVATE RESID	0.61	0.57	0.70
LH HOSPITAL/HOMEBOUND	0.32	0.40	-0.09

Source: MICIS

Chart 1.14:   Number of Black Students with Disabilities in Selected Settings for School Years 2000-01, 2001-02, and 2002-03.

Legend: ■ 2000-01 ■ 2001-02 □ 2002-03

Number of Black Students with Disabilities (y-axis: 0 to 180)

- LF PUBLIC RESID: 96 (2000-01), 137 (2001-02), 36 (2002-03)
- LG PRIVATE RESID: 119 (2000-01), 92 (2001-02), 156 (2002-03)
- LH HOSPITAL/HOMEBOUND: 75 (2000-01), 87 (2001-02), 56 (2002-03)
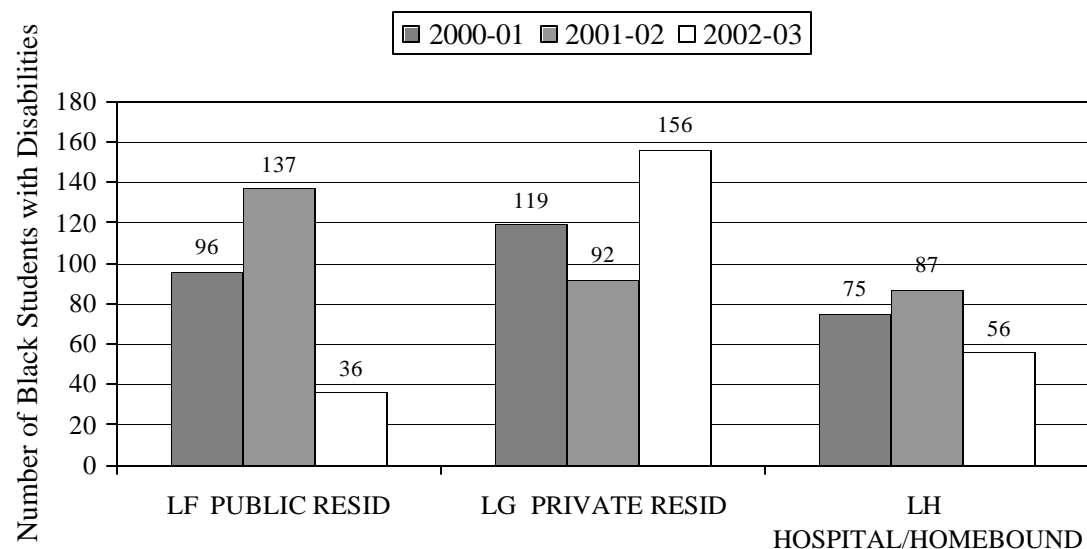
Source: MICIS

| Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
BF.I: The percentage of children with disabilities, receiving special education, by race/ethnicity, is significantly proportionate to the percentage of children, by race/ethnicity, in the general population; and their educational environments and disability categories are significantly proportionate to national data.		

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
Disproportionate representation of African-American students in more restrictive settings and identified as Cognitively Impaired will be studied.		Data personnel attended the National Center for Culturally Responsive Education Systems (NCCRES) Forum on Disproportionality.
July 2003-June 2004	July 2003-2004	July 2003-2004
Review of identification and/or placement policies, procedures and practices for ISDs, peer groups, or geographic areas will take place, based on analysis of the data, to determine if they are race neutral.		Study of these data will be conducted following advice and technical assistance from NCCRES and other national experts. *Timeline*: July 2004 Results of the study will be shared with appropriate stakeholders. *Timeline*: September 2004 Targeted review of identification and/or placement policies, procedures and practices for ISDs, peer groups, or geographic areas will take place, based on analysis of the data, to determine if they are race neutral. *Resources*: NCCRES, GLARRC, and MDE, OSE/EIS data team.

BF.II: The high school graduation rates, for children with disabilities, are comparable to graduation rates for nondisabled children.

Chart 2.1:

Statewide Graduation / Dropout (All Students)
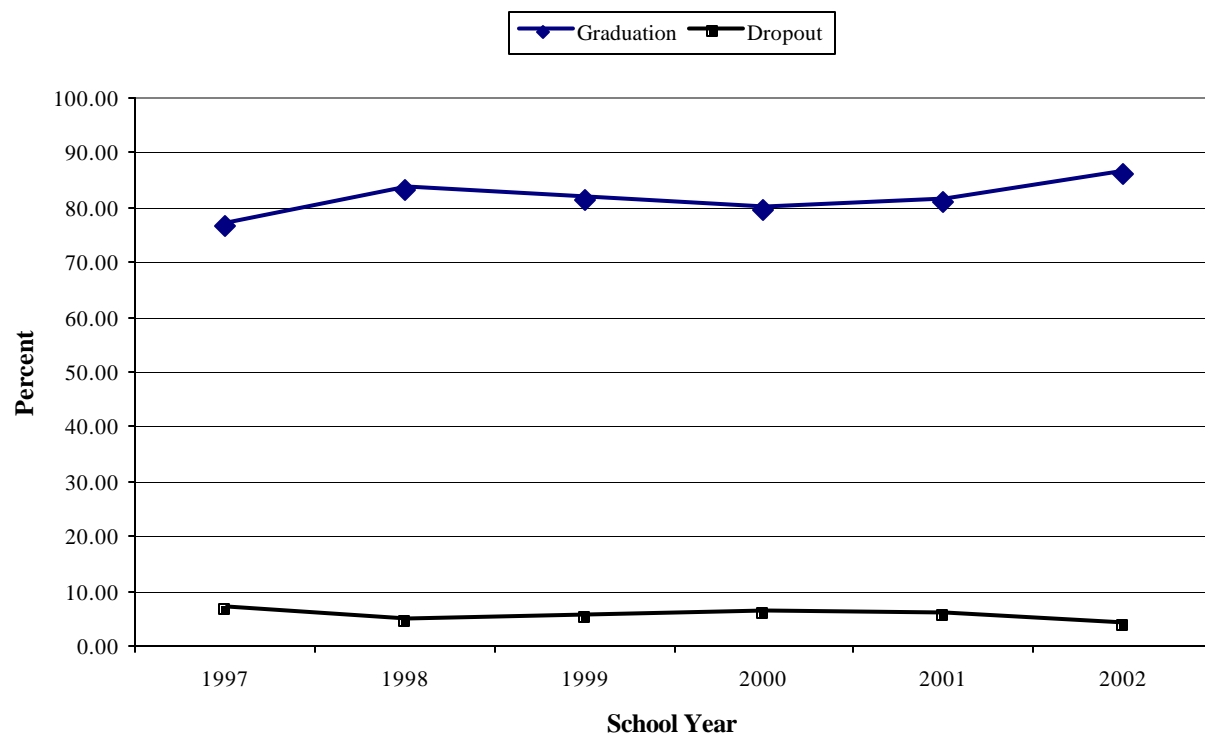
Source: CEPI

Explanation:
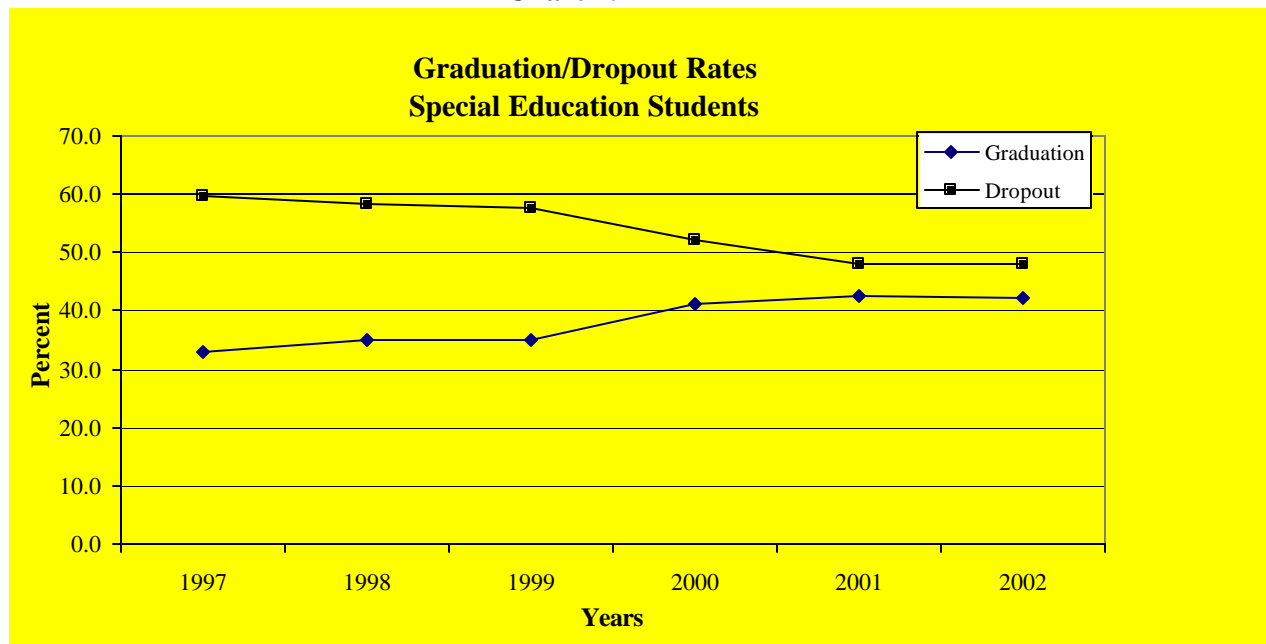This chart represents the graduation and dropout rates for all high school students, including students with disabilities from 1997 through 2002.

Chart 2.2

Graduation/Dropout Rates
Special Education Students

Source: CEPI

Explanation:
This table represents graduation and dropout rates for students with disabilities calculated according to the OSEP's reporting procedures.

Table 2.3: Graduation Rates
Students with Disabilities

Year	Graduation		Other Exit Reasons		Total	
	Count	Row %	Count	Row %	Count	Row %
1997	4,464	33.1	9,030	66.9	13,494	100
1998	4,707	35.0	8,726	65.0	13,433	100
1999	5,034	35.1	9,316	64.9	14,350	100
2000	5,302	41.0	7,626	59.0	12,928	100
2001	5,485	42.6	7,392	57.4	12,877	100
2002	5,752	42.1	7,920	57.9	13,672	100

Source: MICIS

Table 2.4: Dropout Rates

Year	Dropout		Other Exit Reasons		Total	
	Count	Row %	Count	Row %	Count	Row %
1997	8,046	59.6	5,448	40.4	13,494	100
1998	7,829	58.3	5,604	41.7	13,433	100
1999	8,274	57.7	6,076	42.3	14,350	100
2000	6,723	52.0	6,205	48.0	12,928	100
2001	6,200	48.1	6,677	51.9	12,877	100
2002	6,575	48.1	7,097	51.9	13,672	100

Source: MICIS

Analysis for BF.II:

The calculation methodology used to determine general education and special education graduation and dropout rates differ, making comparisons difficult. The Center for Educational Performance Information (CEPI) provides the general education graduation and dropout rates in Michigan. The CEPI is not a part of the Michigan Department of Education. They calculate graduation, retention, and dropout rates from the headcount report (IM-4203) turned in by school districts. Calculations prior to 2002 did not allow for the disaggregation of graduation and drop out rates for disabled and non-disabled students. Form IM4203 asks school districts to report the total number of students in high school (grades 9, 10, 11 and 12) across a twelve-month school calendar e.g., from fall 2002 to fall 2003. Data elements on the form include: fall count by grade, number of transfers in and out of the district, number of students promoted from one grade to the next, number of students retained within a grade/not promoted, and number of students graduating with a high school diploma. Graduation represents those students who receive a diploma in the 12-month count period. Transfers represent students who moved out of the district and moved into the district. Retained in grade level means that the student did not move into the next grade level. Dropout is any unaccounted for student.

Calculations:

- Retention is calculated as follows:

  Retention Rate (RR) =
  (fall count 2001 - transfer out + transfer in) / fall count 2002) * 100

- Dropout Rate is any unaccounted for student. This is calculated as follows:

  Dropout = (100% - Retention Rate)

- Estimated graduation rate. Michigan calculates an estimated graduation rate. The retention rates (RR) for grades 9 through 12 are calculated and then multiplied together to yield an estimated graduation rate. This formula is as follows:

  Graduation rate = (RR9 * RR10 * RR11 * RR12) * 100
  92.89% =. (.9861 * .9963 * .9643 * .9805) * 100

Graduates-- students graduating between Fall Count 2001 and Fall Count 2002. These numbers reflect how many students in the Class of 2001 graduated and traditionally contain those students who graduated at the end of the school year. In fact, any student who received a diploma in the twelve-month period is counted.

Dropout -- students who are unaccounted for are considered to be dropouts. In general, when there has been *no request* for the student's records, the affected student must be counted as a dropout. Pupils who transfer to (and from) other public school districts, home schools, private/parochial schools or charter schools (PSAs) are not counted as dropouts.

The estimated four-year graduation rate of 2002 was 86.14%. The dropout rate during the 2001-2002 school year was 3.7%. Comparable statistics disaggregated for special education students are not currently available, since data collection did not allow for the identification of non-disabled or disabled students. The only statistics available on special education graduation and dropout are from the statewide special education database. These calculations reflect the status of students who exited special education. A major drawback in this calculation is the lack of the ability to take into account school retention. The dropout and graduation rates for students with disabilities reflected in Tables 2.3 and 2.4 are calculated using the methodology outlined by the U.S. Department of Education, Office of Special Education.

Students with disabilities in Michigan are more likely to drop out than to graduate with a diploma. The graduation rate of students with disabilities is very low (42.1%) regardless of the comparison to the general education rate (86.14%).

Locally elected school boards set graduation requirements in Michigan, and these requirements vary widely. The State of Michigan does not grant diplomas (with the exception of the Michigan School for the Deaf), nor does it grant various certificates of attainment that are alternatives to a regular diploma (e.g., certificate of completion). Michigan also does not recognize a GED as equivalent to a regular diploma (i.e., attainment of a GED does not terminate a student's right to FAPE for the purposes of pursuing a regular diploma); however GEDs are accepted for college admission.

State education statutes and regulations do assign local boards of education the authority and responsibility to determine curriculum that is reasonably within a broadly based state curriculum framework (i.e., there is no single detailed and mandated state curriculum for students in general or special education) and to grant diplomas strictly according to locally determined standards. The MDE, OSE/EIS is uncertain what impact this has on the graduation rates for students with disabilities.

The dropout rate for students with disabilities is unacceptably high (48.1%). The accuracy of these data has been questioned by Intermediate School Districts, which are the entities responsible to the MDE, OSE/EIS for the collection of the data. The MDE, OSE/EIS set 2003-2004 as a data verification year for all exit data.

The Continuous Improvement Focused Monitoring Steering Committee has set ISD dropout rates as the Part B focused monitoring priority for 2004-2005.

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
BF.II The high school graduation rates, for children with disabilities, are comparable to graduation rates for nondisabled children.		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
Graduation rates for students with disabilities increase. Drop out rates for students with disabilities decrease.	Graduation rates for students with disabilities have made improvement since 1997, but are still unacceptably low. Dropout rates have also improved over time, but are still unacceptably high.	The Continuous Improvement Monitoring Process Design for Results team explored the system of barriers and set strategic directives to help students with disabilities meet challenging educational standards.
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
Graduation rates for students with disabilities reach 80%, the minimum standard for graduation set by Michigan's Education YES! Drop out rates for students with disabilities are below 20%.		Data profiles including dropout and graduation data for each Intermediate School District were developed and disseminated at the annual conference of the Michigan Association of Administrators of Special Education. *Timeline*: August 2003 *Resources*: MDE, OSE/EIS data team, Interagency Information Systems (IIS) grantee. Announce data verification year for exit data. Develop and disseminate verification technical assistance. *Timeline*: September 2003 *Resources*: MDE, OSE/EIS data team, IIS grantee

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
		Analyze drop out and graduation rates by ISD and LEA. *Timeline*: May 2004 *Resources*: MDE, OSE/EIS data team, IIS grantee, CIFM core planning team.

BF.III: Suspension and expulsion rates for children with disabilities are comparable to, or below, the rates for nondisabled children within local educational agencies.

Expulsions

Table 3.1: Expulsions Non-disabled and Disabled Students 2002-2003

	Enrollment	Percent of enrollment	Frequency of expulsions	Percent of all expulsions
Non Disabled	1,492,033	87.0%	1,240	83.45%
Disabled	222,512	13.0%	246	16.55%
Total	1,714,545	100.0%	1,486	100.00%

Source: CEPI

Explanation: This table describes the number and percent of non-disabled and disabled students who are expelled.

Table 3.2: Predominant Incident Type for Expulsion: Non-disabled/Disabled Comparison 2002-2003

Predominant Incident Type*	Non-disabled students	Students with disabilities
Physical assault	23.31%	28.86%
Other behavior	13.23%	17.07%
Other dangerous weapons	15.56%	16.67%
Drugs/narcotics	19.11%	13.41%
Verbal assault	5.00%	4.47%
Disrupting ed process	4.52%	3.25%
Sexual assault	1.05%	2.44%

*= n of more than 4 incidents
Source: CEPI

Explanation: Physical assault is the primary reason that all students are expelled. Students with disabilities are more likely than their non-disabled peers to be expelled from school for physical assault (+5.55%), other behavior (+3.84%), sexual assault (+1.39%) and other dangerous weapons (+1.11%). They are less likely to be expelled for drugs/narcotics, verbal assault and disrupting the educational process.

Table 3.3: Suspensions

Reported Suspensions
Students with Disabilities
2002-2003

Intermediate District	Special Education Student Count	Reported Suspensions
3 Allegan ISD	2087	1
4 A-M-A ESD	914	31
8 Barry ISD	664	1
9 Bay-Arenac ISD	2615	2
11 Berrien ISD	4384	0
12 Branch ISD	1020	5
13 Calhoun ISD	3879	74
14 Lewis Cass ISD	962	1
15 Charlevoix-Emmet ISD	1361	5
16 C-O-P ISD	1332	2
17 Eastern U P ISD	1174	30
18 Clare-Gladwin ISD	1580	32
19 Clinton County RESA	1379	0
21 Delta-Schoolcraft ISD	1155	2
22 Dickinson-Iron ISD	922	1
23 Eaton ISD	2515	20
25 Genesee ISD	10765	86
27 Gogebic-Ontonagon ISD	569	1
28 Traverse Bay Area ISD	3615	0
29 Gratiot-Isabella RESD	2442	7
30 Hillsdale ISD	1193	5
31 Copper Country ISD	731	1
32 Huron ISD	830	3
33 Ingham ISD	7751	22
34 Ionia ISD	2083	1
35 Iosco ISD	918	17

Reported Suspensions
Students with Disabilities
2002-2003

Intermediate District	Special Education Student Count	Reported Suspensions
38 Jackson ISD	3976	2
39 Kalamazoo Valley ISD	4269	98
41 Kent County ISD	16436	42
44 Lapeer ISD	1845	2
46 Lenawee ISD	2988	0
47 Livingston ESA	4061	30
50 Macomb ISD	18474	7
51 Manistee ISD	481	8
52 Marquette-Alger ISD	1790	10
53 Mason-Lake ISD	1013	18
54 Mecosta-Osceola ISD	1935	0
55 Menominee ISD	544	0
56 Midland County ISD	2303	19
58 Monroe ISD	4272	42
59 Montcalm Area ISD	2389	0
61 Muskegon Area ISD	5465	134
62 Newaygo ISD	1697	28
63 Oakland ISD	24188	201
64 Oceana ISD	603	2
70 Ottawa ISD	6011	44
72 C-O-O-R	1572	3
73 Saginaw ISD	6359	53
74 St. Clair ISD	3753	45
75 St. Joseph ISD	1654	0
76 Sanilac ISD	1084	2
78 Shiawassee RESD	1971	16
79 Tuscola ISD	1939	1
80 Van Buren ISD	2139	11

Reported Suspensions
Students with Disabilities
2002-2003

Intermediate District	Special Education Student Count	Reported Suspensions
81 Washtenaw ISD	6821	97
82 Wayne County RESA	45800	127
83 Wexford-Missaukee ISD	1306	4
84 State Departments	369	1
Total	238347	1397

Source: CEPI

Explanation: This table represents the frequency of reported suspensions of students with disabilities by Intermediate School District.

Table 3.4: Reported Suspensions Compared to Student Count Data
Ten ISDs with Largest Enrollment 2002-2003

Intermediate District	Count	Reported Suspensions	% of Suspensions With Respect to Count
Total (Michigan)	238347	1397	0.59%
82 Wayne County RESA	45800	127	0.28%
63 Oakland ISD	24188	201	0.83%
50 Macomb ISD	18474	7	0.04%
41 Kent County ISD	16436	42	0.26%
25 Genesee ISD	10765	86	0.80%
33 Ingham ISD	7751	22	0.28%
81 Washtenaw ISD	6821	97	1.42%
73 Saginaw ISD	6359	53	0.83%
70 Ottawa ISD	6011	44	0.73%
61 Muskegon Area ISD	5465	134	2.45%

Source: CEPI

Explanation: The ten ISDs with the largest enrollment reported varying numbers of suspension.

Analysis for BF.III:

Expulsion data for students with disabilities compared to the non-disabled population demonstrate that students with disabilities comprise 16.55% of all expulsions from Michigan schools. They represent 13.0% of the student population, suggesting that they are slightly over-represented in expulsions. Students with disabilities are more likely than their non-disabled peers to be expelled from school for physical assault (+5.55%), other behavior (+3.84%), sexual assault (+1.39%) and other dangerous weapons (+1.11%). They are less likely to be expelled for drugs/narcotics, verbal assault and disrupting the educational process. The term "other behavior" is defined as "other behavior that disrupts the educational process" by the CEPI. The use of this category needs to be understood by the MDE, OSE/EIS.

Michigan is unable to compare suspension data for students with disabilities to the non-disabled population, as there is no statutory requirement to report non-disabled student suspensions. The MDE, OSE/EIS and the CEPI have not been able to develop a consistent approach for the collection of suspension data. This year's suspension data by ISD will serve as the baseline.

Examining the data from the ten districts with largest enrollment, it can be observed that there is a great variation on the incidence of suspensions for students with disabilities. Macomb ISD, with a count of 18,474 students with disabilities, reports only 7 students suspended (0.04% of the count). Oakland, Kent, and Genesee ISDs, on the other hand, with similar population, have a reported incidence, on average, of 0.50% (an incidence of more than 12 times larger than Macomb). This variability extends to the entire group of ISDs in Michigan, ranging from 0.04% (Macomb) to 3.39% (A-M-A ESD). Several factors may be contributing to this variation, such as a lack of an overall standard for suspensions, systematic implementation of a positive behavior intervention program, or different degree of reporting on suspensions by school districts within ISDs.

Targets (section 2 & 4)	**Explanation of Progress/Slippage from Prior Year** (Section 3)	**Activities, Timelines and Resources** (Sections 5 & 6)
BF.III: Suspension and expulsion rates for children with disabilities are comparable to, or below, the rates for non-disabled children within local educational agencies.		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
Consistent data collection method for the suspension data will be initiated.	The MDE, OSE/EIS and the CEPI have not been able to develop a consistent approach for the collection of suspension data. As a result, eight out of fifty-seven Intermediate School Districts (ISDs) did not report any suspension activities for the 2002-2003 school year. Expulsion data indicate that students with disabilities are more likely than their non-disabled peers to be expelled for physical assault and "other behavior". This year's suspension and expulsion data are considered baseline.	Several meetings were held with the Center for Educational Performance Information (CEPI) in an attempt to remedy the data collection issues. *Timeline*: Ongoing *Resources*: MDE, OSE/EIS Data team, CEPI

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
A consistent data collection method for the suspension data will be initiated.		The CEPI will collect suspension data from all ISDs.

Technical assistance to ISDs on collection of these data provided.

Every ISD that does not report data is contacted and required to report.

Follow-up with ISDs that report "other behavior" in order to understand how this category is being used.

Link with Safe and Drug Free Schools to make certain students with disabilities are integrated into activities.

Conduct side-by-side comparison of dropout and suspension and expulsion data by ISD and disability categories. |

BF.IV: The performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	18,346 (13.64%)	134,484
5		
6		
7		
8	17,794 (12.97%)	137,139
HIGH SCHOOL (GRADE: 11)	11,984 (10.40%)	115,176

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE[1] (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (4B)
3						
4	12,402	257	0		0	0
5						
6						
7						
8	13,245	164	0		0	0
HIGH SCHOOL (SPECIFY GRADE: 11)	7,160	13	0		0	0

[1] Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.
[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

Explanation:

Michigan Educational Assessment System does not allow out of grade testing.

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP[1] (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	5,284	5,284	NA	0	0	207	0
5							
6							
7							
8	4,328	4,328	NA	0	0	278	0
HIGH SCHOOL (GRADE: 11)	3,506	3,506	NA	0	0	1,428	0

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.
[1] NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.
[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

Explanation:

The high school absenteeism rate is of concern.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT[1] (9A)				ALTERNATE ASSESSMENT[2] (9B)				NO VALID SCORE (10)[5]	ROW TOTAL[6] (11)
	Exceeds Achievement Level[3]	Meets Achievement Level	Basic Achievement Level	Apprentice Achievement Level	P1: Surpassed Achievement Level P2: Proficient	P1: Attained Achievement Level	P1: Emerging Achievement Level P2: Not proficient	Achievement Level		
3										
4	1,247 (10.05%)	3,666 (29.55%)	4,559 (36.76%)	2,930 (23.62%)	P1: 535 (61.49%) P2: 3,202 (72.54%)	P1: 203 (23.33%)	P1: 132 (15.17%) P2: 1,212 (27.45%)			
5										
6										
7										
8	778 (5.8%)	1,219 (9.20%)	2,719 (20.52%)	8,529 (64.39%)	P1: 483 (61.37%) P2: 2,432 (68.68%)	P1: 203 (25.79%)	P1: 101 (12.83%) P2: 1,109 (31.32%)			
HIGH SCHOOL (GRADE: 11)	65 (0.90%)	822 (11.48%)	799 (11.15%)	5,474 (76.45%)	P1: 762 (54.85%) P2: 1,424 (67.29%)	P1: 312 (22.46%)	P1: 315 (22.68%) P2: 692 (32.71%)			

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Exceeds or Meets

P1 = Phase 1 MI-Access for students who function as if they have severe or moderate Cognitive Impairment
P2 = Phase 2 MI-Access for students who function as if they have a mild Cognitive Impairment

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	18,346 (13.64%)	134,484
5		
6		
7	19,758 (13.60%)	145,236
8		
HIGH SCHOOL (SPECIFY GRADE: 11)	11,984 (10.40%)	115,176

Explanation:

Michigan is reporting participation in English Language Arts, rather than Reading alone

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE [1] (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID [2] (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID [2] (4B)
3						
4	12,102	1,009	212	0	0	0
5						
6						
7	14,123	653	354	0	0	0
8						
HIGH SCHOOL (SPECIFY GRADE: 11)	7,004	28	260	0	0	0

[1] Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.
[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).
* Michigan tests on English Language Arts

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)*

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP [1] (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID[2] (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	5,376	5,376	NA	0	0	284	0
5							
6							
7	4,953	4,593	NA	0	0	467	0
8							
HIGH SCHOOL (SPECIFY GRADE: 11)	3,502	3,502	NA	0	0	1,614	0

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.
[1] NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.
[2] Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).
* Michigan tests on English Language Arts

Explanation:

The high school absenteeism rate is of concern

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

| GRADE LEVEL	REGULAR ASSESSMENT[1](9A)				ALTERNATE ASSESSMENT [2](9B)				NO VALID SCORE (10)[5]	ROW TOTAL[6](11)
	Exceeds Achievement Level[3]	Meets Achievement Level	Basic Achievement Level	Apprentice Achievement Level	P1: Surpassed Achievement Level P2: Proficient	P1: Attained Achievement Level	P1: Emerged Achievement Level P2: Not Proficient	Achievement Level		
3										
4	144 (1.21%)	3,445 (28.97%)	5,497 (46.23%)	2,804 (23.58%)	P1: 459 (52.75%) P2: 3,351 (74.36%)	254 (29.19%)	P1: 157 (18.04%) P2: 1,155 (25.63%)			
5										
6										
7	140 (1.01%)	2,347 (17.04%)	4,585 (33.29%)	6,697 (48.63%)	P1: 513 (56.62%) P2: 2,814 (69.44%)	232 (25.74%)	P1: 156 (17.31%) P2: 1,238 (30.55%)			
8										
HIGH SCHOOL (GRADE: 11)	64 (0.94%)	997 (14.78%)	2,989 (44.32%)	2,694 (39.94%)	P1: 744 (53.52%) P2: 1,488 (70.45%)	272 (19.56%)	P1: 374 (26.90%) P2: 624 (29.54%)			

* State achievement level(s) considered proficient or higher for purposes of NCLB are: exceeds and meets_____

P1 = Phase 1 MI-Access for students who function as if they have severe or moderate Cognitive Impairment

P2 = Phase 2 MI-Access for students who function as if they have a mild Cognitive Impairment

Chart 4.1

**Change in participation number of students with IEPs within the regular education assessments**
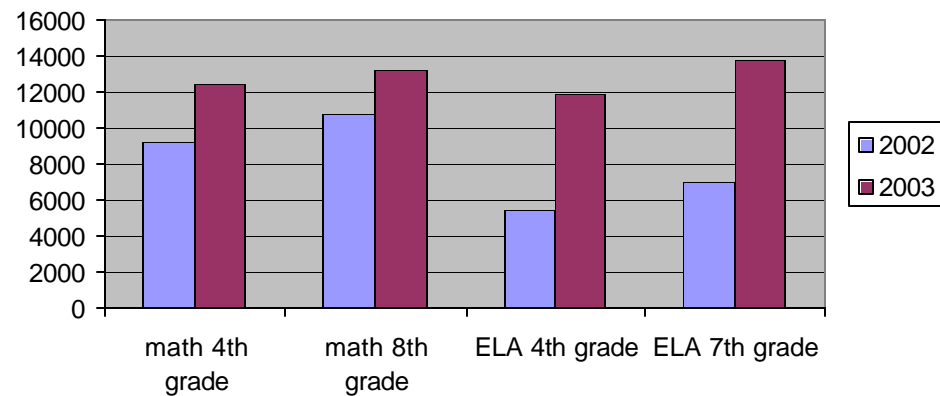
Source: MEAP

Explanation:
Math participation rate was higher than ELA in 2002. The ELA participation rate increased more significantly in 2003.
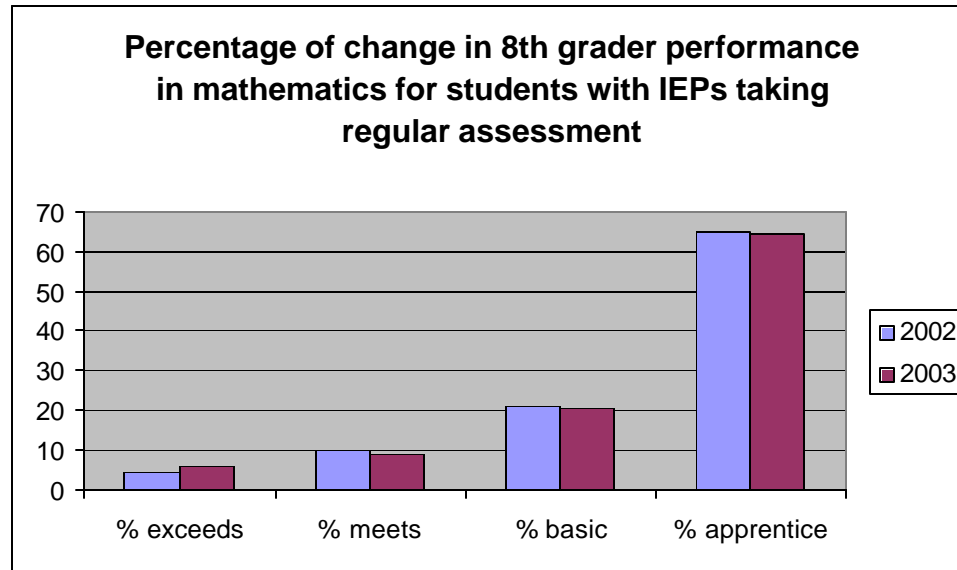
Chart 4.2

**Percentage of change in 4th grader performance
in mathemtics for students with IEPs taking
regular assessment**
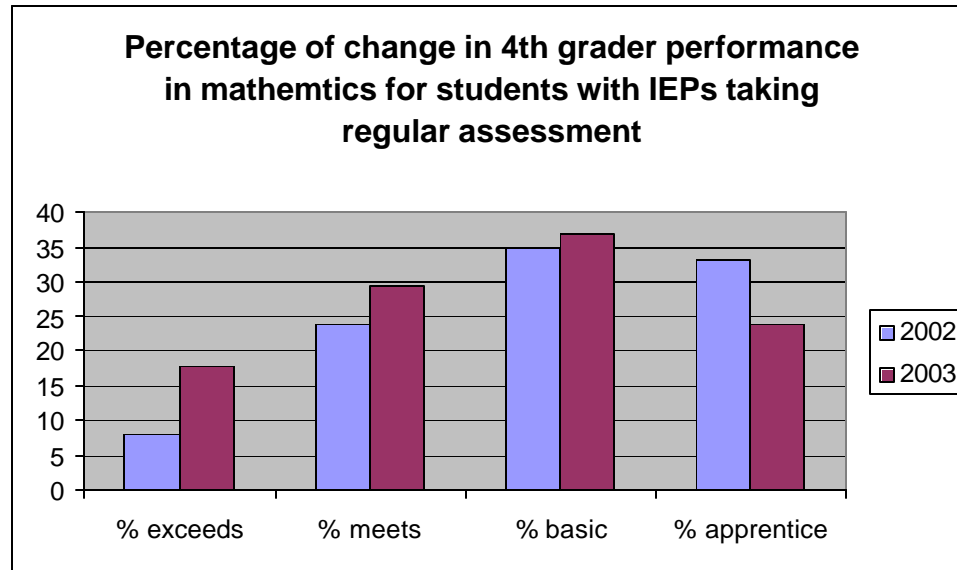
Source: MEAP

Explanation:
In the context of significant participation increase, student performance also increased.

Chart 4.3

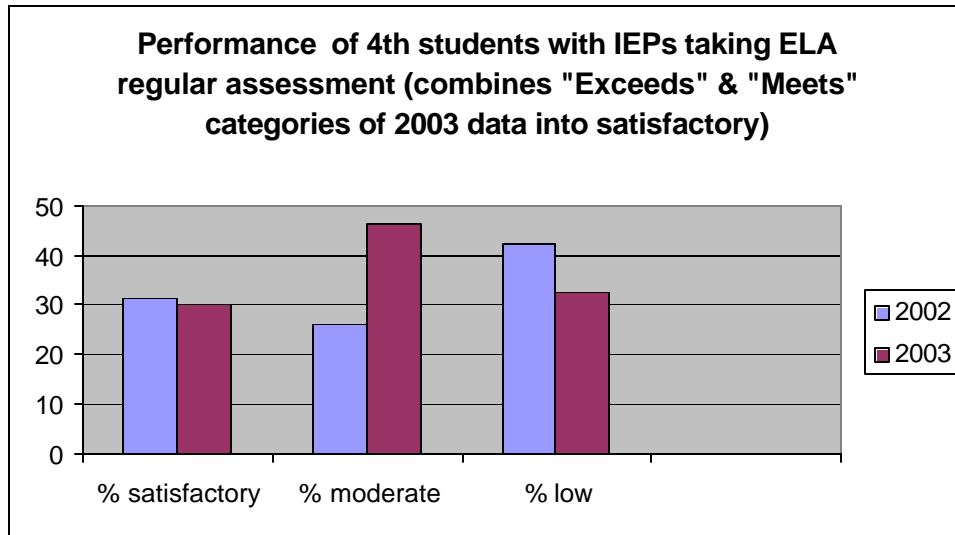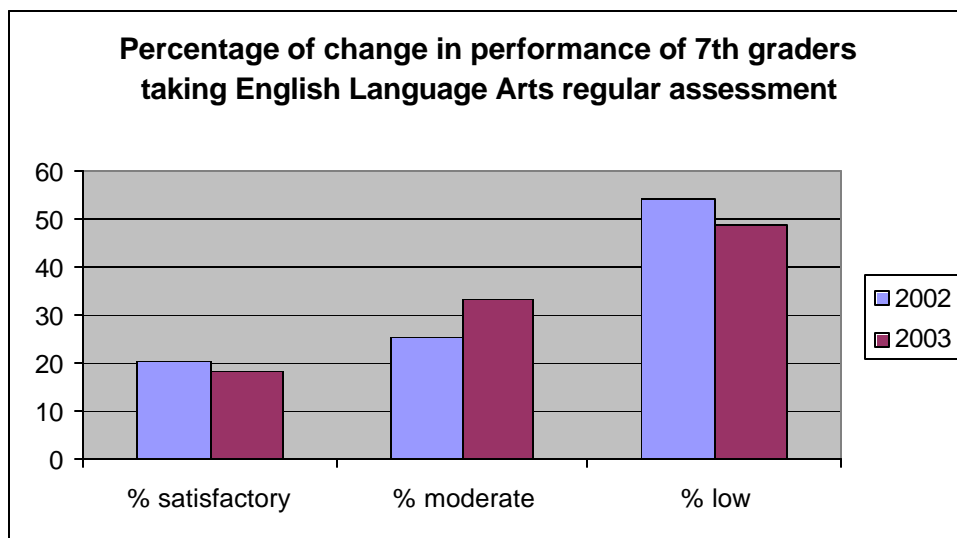**Percentage of change in 8th grader performance in mathematics for students with IEPs taking regular assessment**

Source: MEAP

Explanation:
Middle school mathematics performance continues to be a significant area of concern.

Chart 4.4

Performance of 4th students with IEPs taking ELA regular assessment (combines "Exceeds" & "Meets" categories of 2003 data into satisfactory)

Source: MEAP

Chart 4.5

Percentage of change in performance of 7th graders taking English Language Arts regular assessment

Source: MEAP

Analysis for BF.IV:

From 2002 to 2003, there was an increase at both the 4th and 8th grade levels for the total percentage of students with IEPs taking the math regular assessment; 34% increase for 4th grade and 23% increase for 8th grade mathematics.

Performance across the assessment rubric indicates that at 4th grade mathematics there was an increase in students achieving at the top three levels and a decrease in those within the "Apprentice" level. This represents a positive trend line in those both participating in the regular assessment and their overall performance.

Performance across the assessment rubric for 8th grade mathematics indicates there was no apparent change. It continues to be a significant area of concern.

A positive trend is evident in analyzing the performance of 4th graders in English Language Assessment (ELA) as a 20.13% increase is seen in movement from the low category to "Moderate." The same pattern is seen in the 7th grade performance, but with a smaller increase.

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
BF.IV: The performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
To increase the number of students with IEPs participating in the regular state of Michigan assessment. To increase the performance level of students with IEPs on the state assessments.	A significant increase in the total number of students taking both the math and English Language Arts components of the state assessment occurred. It is unclear what impact the inclusion of this additional students has made. Overall, trend lines are positive.	There has been extensive training and technical assistance to the field regarding assessment options.
July 2003-June 2004	July 2003-2004	July 2003-2004
The percentage of students with disabilities who "meet" and "exceed" standards on statewide assessment increases.		Analyze with the Office of Educational Assessment and School Accountability the problems that resulted in 1,009 4th grade ELA scores being invalidated. Provide

80% of students with disabilities participate in the MEAP or MEAP with accommodations		technical assistance to LEAs to prevent this from occurring again. Initiate a SIG yearlong mathematics team study group for schools that did not meet mathematics AYP.

BF.V: Are Children with disabilities educated to the maximum extent appropriate, including preschool.

Children with disabilities, aged 6-21, are educated with non-disabled peers to the maximum extent appropriate.

Children with disabilities, aged 3-5, are educated with non-disabled peers to the maximum extent appropriate.

Table 5.1: Placement by disability 6-21 (2002-2003)

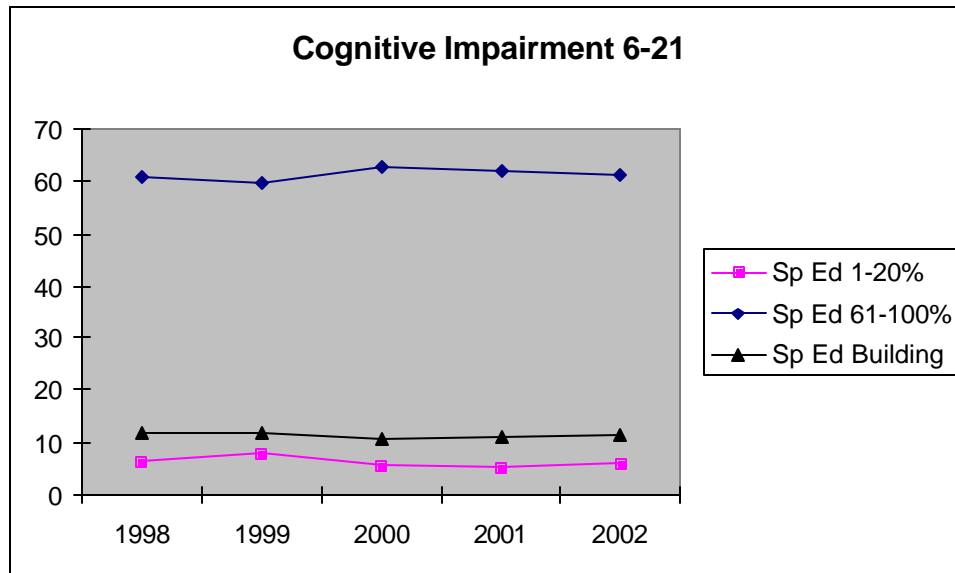|	Sp Ed 1-20%	Sp Ed 21-60%	Sp Ed 61-100%	Sp Ed Building	Public Residential	Private Residential	Hospital or Homebound
Cognitive Impairment	5.9%	21.2%	61.2%	11.4%	0.1%	0.2%	0.1%
Speech & Language	90.6%	5.4%	3.5%	0.1%	0.2%	0.0%	0.1%
Learning Disabilities	38.4%	42.2%	19.0%	0.2%	0.1%	0.1%	0.1%
Emotional Impairment	29.2%	29.2%	20.9%	8.3%	0.4%	1.7%	0.2%
Early Childhood Developmental Delay	35.7%	22.0%	35.7%	6.6%	0.0%	0.0%	0.0%
Autism	27.4%	17.4%	39.0%	15.8%	0.1%	0.1%	0.2%
Hearing Impairment	47.0%	19.4%	29.2%	3.5%	0.8%	0.0%	0.1%
Multiple Handicaps	1.9%	2.8%	38.7%	53.9%	0.0%	0.0%	2.7%
Physical or Otherwise Health Impaired	47.9%	31.0%	19.2%	1.4%	0.1%	0.1%	0.5%
Visual Impairment	59.0%	19.6%	19.5%	1.7%	0.0%	0.0%	0.2%

Source: MICIS

Table 5.2: Placement by Disability 3 to 5 (2002-2003)

	Early Childhood Setting	Special Education Setting	Home	Child Care + Special Education	Residential	Separate School	Itinerant Services
Cognitive Impairment	22.5%	50.1%	0.4%	0.4%	0.0%	17.9%	8.7%
Speech & Language	52.1%	25.9%	1.4%	1.4%	0.2%	3.8%	15.2%
Learning Disabilities	48.4%	41.3%	0.6%	0.6%	0.0%	0.6%	8.4%
Emotional Impairment	33.0%	53.4%		1.9%	0.0%	7.8%	3.9%
Early Childhood Developmental Delay	17.3%	68.3%	1.3%	0.8%	0.0%	8.4%	3.9%
Autism	19.2%	53.9%	0.5%	0.5%	0.2%	20.2%	5.4%
Hearing Impairment	29.9%	52.7%	4.3%	0.6%	0.0%	4.6%	7.9%
Multiple Handicaps	8.9%	42.4%	5.3%		0.0%	40.7%	2.7%
Physical or Otherwise Health Impaired	29.7%	48.6%	3.0%	1.0%	0.1%	9.2%	8.5%
Visual Impairment	34.4%	44.4%	4.4%	1.1%	0.0%	5.6%	10.0%

Source: MICIS

Chart 5.3

Cognitive Impairment 6-21

Legend:
- Sp Ed 1-20%
- Sp Ed 61-100%
- Sp Ed Building

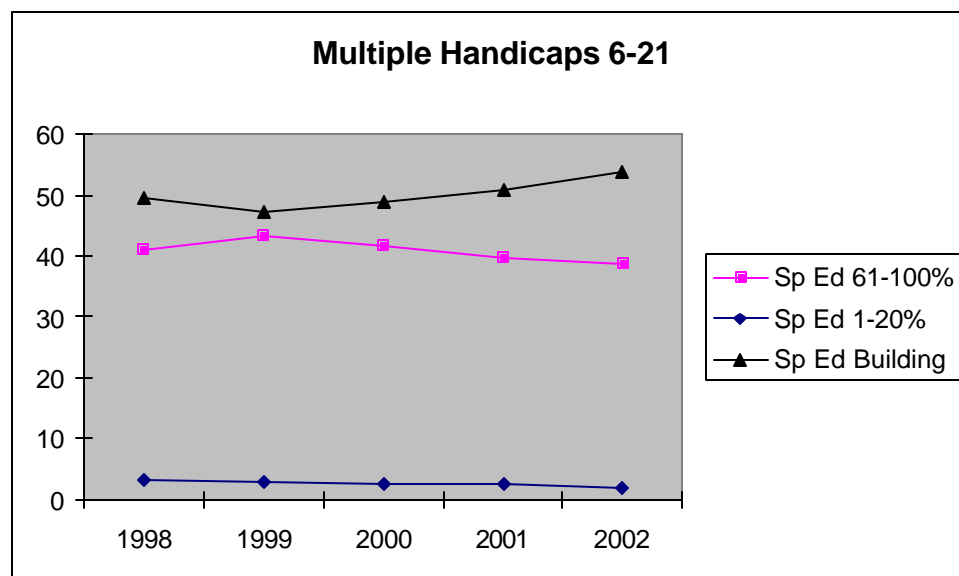X-axis: 1998, 1999, 2000, 2001, 2002
Y-axis: 0 to 70

Source: MICIS

Explanation:
Placement of students with Cognitive Impairments in special education classrooms and separate buildings has remained consistent over time.

Chart 5.4

Multiple Handicaps 6-21

Legend:
- Sp Ed 61-100%
- Sp Ed 1-20%
- Sp Ed Building

Source: MICIS

Explanation:
Placement of students with multiple handicaps in separate settings has shown a slight increase, while those in a special education classroom (within a general education building) have decreased slightly. Very few students with multiple handicaps spend the majority of their day in a general education classroom, and those numbers have remained steady over time.

Analysis for BF.V:
Few preschool students are educated in early childhood settings with their non-disabled peers. Michigan's funding system creates a disincentive to placement of special education students in early childhood settings. The state's funding system prevents special education teachers from providing any programs and services to non-disabled students. The only students more likely to be served in early childhood setting than in a special education setting are those with speech and language or learning disabled labels.

Students with disabilities aged 6 to 21 who are labeled Speech and Language, Hearing Impairment, Physical and Otherwise Health Impairment, or Visual Impairment have the greatest likelihood of spending most of their day in a general education classroom. Students with Multiple Handicaps are most likely to spend their school days in a separate special education school, with little or no time spent with non-disabled peers. Students with Cognitive Impairment, Emotional Impairment, or Autism are most likely to be served within a general education school, but in a special education classroom for most of the day.

It should be noted that in Michigan these data are calculated by utilizing personnel FTE data. This procedure would count all students with disabilities who are team taught (general and special education teachers together in a general education setting) being outside of the regular classroom for that period of time.

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
BF.V: More children ages 6-21 with disabilities are educated with their non-disabled peers than in predominately special education settings across all disability groups and age ranges due to appropriate IEP decisions. **More children ages 3-5 are educated with non-disabled peers to the maximum extent appropriate.**		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
More children ages 3-5 are educated with non-disabled peers to the maximum extent appropriate.	The fundamental design of funding for preschool services for children with disabilities remains unchanged.	The MDE, OSE/EIS meet with special education administrators and MDE's general education early childhood counterparts to develop recommendations for an integrated system of preschool programs and services. *Timeline*: Ongoing *Resources*: MDE, OSE/EIS staff
More children ages 6-21 with disabilities are educated with their non-disabled peers than in predominately special education	LRE data are basically unchanged since 1998. Students with multiple handicaps are slightly more likely to be in a separate	

Targets (section 2 & 4)	Explanation of Progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
settings across all disability groups and age ranges due to appropriate IEP decisions.	building in 2002-2003 than they were in 1997-1998.	
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
More children ages 3-5 are educated with non-disabled peers to the maximum extent appropriate. More children ages 6-21 with disabilities are educated with their non-disabled peers than in predominately special education settings across all disability groups and age ranges due to appropriate IEP decisions.		Funding barriers to integrated preschool programs and services will continue to be addressed. *Timeline*: Ongoing *Resources*: MDE, OSE/EIS staff, Office of Early Childhood and Family Services staff. The MDE, OSE/EIS data team will make recommendations on how to best gather and calculate LRE data. *Timeline*: June 2004 *Resources*: Data team

BF.VI: There is improvement in the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services.

Baseline/Trend Data:
No data related to this area has been collected.

Priority Indicator:
There is improvement in the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services.

Analysis for BF.VI:
Data not available for analysis.

Targets (section 2 & 4)	Explanation of progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
BF.VI: There is improvement in the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education and related services.		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
	This is a new probe, no data collected and no plan developed. There is no federal or state statutory requirement for these data.	
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
Develop and implement a system to collect, analyze and report the progress of preschool children with disabilities who		Meet with newly formed MDE Office of Early Childhood Education and Family Services to discuss strategies for collecting

Targets (section 2 & 4)	Explanation of progress/Slippage from Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
receive special education and related services, in the areas of early language/communication, pre-reading and social-emotional skills.		and reporting these data. Timeline: June 2004 Resources: MDE, OSE/EIS staff to initiate meeting

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal(s):
Youth with disabilities participate in post-school activities.

Performance Indicator(s):
1. Measurements of involvement rates in post-school activities
2. Decrease in dropout rates
3. Increase in graduation rates

Baseline/Trend Data:
Post school data in this area has not been collected or reported in a systematic manner. Graduation rates for students with disabilities are steadily increasing, but are unacceptably low (42.1%). Drop out rates are decreasing, but are unacceptably high (48.1%).

Analysis of Data:
The MDE, OSE/EIS believes that low graduation rates and high drop out rates mean that students with disabilities have fewer options and opportunities for post-school success, but without post-school outcome data, this is only a hypothesis.

Targets (section 2 & 4)	**Explanation of Progress/Slippage from Prior Year** (Section 3)	**Activities, Timelines and Resources** (Sections 5 & 6)
The percentage of youth with disabilities participating in post-school activities is comparable to that of nondisabled youth.		
July 2002-June 2003	July 2002-June 2003	July 2002-June 2003
Collection of limited sample of Transition Outcomes Project data.		Determine how transition training and technical assistance will continue.

Targets (section 2 & 4)	**Explanation of Progress/Slippage from Prior Year** (Section 3)	**Activities, Timelines and Resources** (Sections 5 & 6)
July 2003-June 2004	July 2003-June 2004	July 2003-June 2004
Collect, analyze and report IEP transition planning and outcome data.	Baseline data	Collect a representative sample of IEP data related to transition planning and outcomes. *Timeline*: March, 2004 *Resources*: ISD transition coordinators, MDE, OSE/EIS staff

Train LEA transition coordinators in transition outcome project data collection and analysis for improvement planning. *Timeline*: March 2004 *Resources*: ISD transition coordinators, MDE, OSE/EIS staff,

Focused monitoring model developed with particular emphasis on Drop-Out and related factors including transition plans and activities that prepare students for participation in post-school activities. *Timeline*: June 2004 *Resources*: Focused Monitoring Core Team, NCSEAM, GLARRC

Research potential data sources and data collection models for post-school data. *Timeline*: September 2004 *Resources*: Data team, Transition team, MDE, OSE/EIS staff

Data team recommends process for collection of post-school data. *Timeline*: November 2004 *Resources*: Data Team |